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Course Profiles

*holic District School Board Writing Partnership*

# Course Profile

## Literacy Skills: Reading and Writing

Grade 11
Open

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*• for teachers by teachers*

is sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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# Course Overview
# Literacy Skills: Reading and Writing, Grade 11, Open

## Identifying Information

**Department:** English
**Course Developers:** Susanne Matthews, Chris Kehoe, Lisa Gorrell, Tanya Vinkle, Catherine LaBine
**District:** The Catholic District School Board of Eastern Ontario
**Course Title:** Literacy Skills: Reading and Writing
**Course Type:** Open
**Ministry Course Code:** ELS3O
**Secondary Policy Document:** The Ontario Curriculum, Grades 11 and 12
**Publication Date:** 2000
**Prerequisites:** None
**Development Date:** May to August 2000

## Description/Rationale

This course emphasizes the strengthening of essential reading and writing skills. Students will read short plays, short stories, novels, poems, newspaper and magazine articles and opinion pieces, with particular attention to locating important information, identifying the main ideas, and supporting details, extending personal knowledge, responding imaginatively, and using specific strategies to expand vocabulary. An important focus will be on writing clear, accurate, and coherent narratives, summaries, reports, letters, and short essays, using correct grammar, punctuation, and spelling.

## How This Course Supports the Ontario Catholic School Graduate Expectations

With the premise of a God-centered universe at the core of its beliefs, Catholic education seeks to equip students with the tools needed to develop the knowledge, skills, and values, which lead to responsible citizenship, and active participation in the Christian community. Through the use of fiction and non-fiction, an in-depth study of the elements of style, and the conventions of writing, this course will help students improve their reading and writing abilities. With upgraded language skills, students will become more effective communicators, reflective, creative, and holistic thinkers, and collaborative contributors in society. By assisting students to experience greater success in their educational efforts, this course will help them become self-directed, responsible, life long learners, who will develop and demonstrate their God-given potential (Trafford, Larry. *Educating the Soul*. Institute for Catholic Education, Catholic Curriculum Cooperative – Central Ontario Region, 1998, section 4, page 17-21.)

## Unit Titles (Time + Sequence)

| | | |
|---|---|---|
| Unit 1 | Reading and Writing | 40 hours (15 hours + 5 hours from each of the other units) |
| Unit 2 | Short Fiction | 12 hours (including 5 from Unit 1) |
| Unit 3 | Prose Non-fiction | 11 hours (including 5 from Unit 1) |
| Unit 4 | Poetry | 12 hours (including 5 from Unit 1) |
| Unit 5 | Novel Study | 20 hours (including 5 from Unit 1) |
| Unit 6 | The Dramatic Form: Short Plays and Monologues | 15 hours (including 5 from Unit 1) |

## Unit Organization

### Unit 1: Reading and Writing

**Time:** 15 hours (+ 5 hours added to each of the other units)

**Description**

Because the focus of this course is to improve literacy, it is essential that the development and improvement of reading comprehension and writing skills be in the forefront. The first section, two hours long, is diagnostic. It will be necessary to ascertain each student's level of performance at the beginning of the course in order to tailor the material to meet the needs of the student. The second section, six hours long, will familiarize students with a variety of reading techniques and strategies as well as with the basic conventions of Standard Canadian English. The third section, seven hours long, will deal specifically with writing as a step-by-step process involving brainstorming, writing, conferencing, editing, and publishing. In the five subsequent units of this course, students will read, write, and interpret a variety of paragraphs, personal responses and letters, short stories, dialogues, summaries, bibliographies, short essays, news stories, reports, etc. while improving their skills in spelling, grammar, and punctuation. In addition, students will familiarize themselves with both print and electronic devices designed to assist them with their reading and writing skills.

**Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** 2a, 2c, 2d, 2e, 3b, 4a, 4b, 5a.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.01, RE1.02, RE1.03, RE1.04, RE2.05, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

### Unit 2: Short Fiction

**Time:** 12 hours (including 5 hours from Unit 1)

**Description**

The short fiction unit will provide students with the opportunity to strengthen their essential reading and writing skills. Students will expand their vocabulary and extend their personal knowledge by exploring a variety of contemporary and other types of short fiction. By being introduced to the characteristics of the short story and the elements of plot, students will continue to develop their ability to locate information, identify main ideas, make inferences, and draw conclusions. Students will be encouraged to respond personally and creatively to the readings by reflecting on the social issues raised in the literary selections. In addition, students will improve their ability to communicate effectively in a variety of written forms by using supporting details from the short fiction and practising all steps of the writing process. This unit's culminating activity will require students to create and write a short fictional narrative. As with all units in this course, the content and activities will allow students to demonstrate their God-given potential as life-long learners.

**Strand(s) and Expectations**

**Catholic Graduate Expectations:** 1a, 1c, 1e, 1j, 2a, 2b, 2c, 2d, 3b, 3c, 3d, 4a, 4b, 4c, 4e, 4f, 5a, 5b, 5e, 5f, 5g, 7b, 7d, 7f, 7g, 7j.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03 WRV.04, WRV.05.

**Specific Expectations:** RE1.01, RE1.02, RE1.04, RE1.05, RE2.02, RE3.01, RE3.02, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR2.01, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

## Unit 3: Prose Non-fiction

**Time:** 11 hours (including 5 hours from Unit 1)

**Description**

Through the study and analysis of a variety of non-fiction materials, such as newspapers, magazines, etc., Students will express their understanding that all people are created in the image and likeness of God and, with this in mind, they will present their information and ideas with sensitivity to others. Students will explore the moral, ethical, and religious implications of contemporary issues and respond with respect for the history, cultural heritage, and pluralism of today's society. This unit emphasizes the knowledge and practice of reading strategies, critical thinking, and the writing process presented in the first unit of this course. The study of prose non-fiction provides an opportunity for the students and the teacher to work closely with the teacher-librarian, the chaplain, and technology (CD-ROMs, the Internet, word processing, and desktop publishing) to improve research skills, and in small groups, create a newspaper.

**Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3b, 3d, 4a, 4c, 4e, 4g, 5a, 5e, 5f, 5g, 7b, 7g, 7j.

**Strand(s):** Reading and Writing

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.01, RE1.02, RE1.03, RE1.04, RE2.05, RE3.01, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

## Unit 4: Poetry

**Time:** 12 hours (including 5 hours from Unit 1)

**Description**

In this unit, students will study various types of poetic devices with an emphasis on form, rhyme, rhythm, and imagery. Students will read, write, and explore poems, prayers, songs, and psalms to demonstrate an understanding and appreciation of poetic forms. The themes found in modern music and poetry will be examined and discussed to create a social awareness of the role of Gospel values in promoting a just and compassionate society. The personal growth and creativity of the student will be demonstrated by the compilation of a personal anthology of poems, prayers and songs.

**Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** 1f, 1j, 2a, 2b, 2c, 3b, 4a, 4b, 4c, 4e, 5b, 5e, 5f, 5g, 7b, 7d, 7f.

**Strand(s):** Reading and Writing

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.04, WRV.05.

**Specific Expectations:** RE1.05, RE2.04, RE3.01, RE3.02, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.03, WR2.02, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, WR5.03, WR5.04.

## Unit 5: Novel Study

**Time:** 20 hours (including 5 hours from Unit 1)

**Description**

In this unit, students will examine and interpret the essential characteristics of the novel. In the examination of the novel, students will participate in oral and silent reading and group discussions, and will use a variety of strategies to enhance their understanding and appreciation of the characteristics of this form of literature. Through the examination of the elements of the novel, the analysis of literary devices, and the completion of written assignments, students will strengthen their reading, and writing skills. Students will complete the unit with a culminating activity requiring them to go beyond the scope of the novel to demonstrate their knowledge and appreciation of this form of literature. Students will complete tasks to enhance their personal growth by examining a variety of issues presented in the novel, and reflecting on them in the light of Catholic traditions and Gospel values.

**Strand(s) and Expectations**
**Ontario Catholic School Graduate Expectation:** 1e, 1j, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4c, 4e, 4f, 5b, 5e, 5f, 5g, 6c, 7b, 7g, 7j.
**Strand(s):** Reading Skills, Writing Skills
**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.
**Specific Expectations:** RE1.02, RE1.03, RE1.04, RE1.05, RE2.03, RE3.01, RE3.02, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR2.01, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR5.01, WR5.02, WR5.03, WR5.04.

### Unit 6: The Dramatic Form: Short Plays and Monologues

**Time:** 15 hours (including 5 hours from Unit 1)

**Description**
In this unit, students will examine a variety of contemporary short plays and demonstrate their understanding of the dramatic form through reading and writing. Students will examine the elements of a written script; reflect on and share their ideas based on a guided reading of a play; discover the need and purpose of stage directions; and research some aspect of dramatic presentation using a variety of print, electronic, and community-based sources. Through individual and group assignments, in close consultation with the teacher, students will practise and improve their writing skills by using all steps of the writing process. Students will complete the unit by creating a 50-line script based on a Biblical theme. This unit promotes the integration of the Catholic faith tradition into the critical analysis of the dramatic form.

**Strand(s) and Expectations**
**Ontario Catholic School Graduate Expectations:** 1a, 2a, 2b, 2c, 2e, 3b, 3c, 4a, 4b, 4c, 4e, 5b, 5e, 5f, 7b, 7i.
**Strand(s):** Reading Skills, Writing Skills
**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.O1, WRV.02, WRV.03, WRV.04, WRV.05.
**Specific Expectations:** RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, RE2.01, RE3.01, RE4.01, RE4.02, RE4.03, WR1.01, WR1.03, WR2.01, WR2.02, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

## Course Notes

The focus of this course is on the practical application of the individual student's God-given potential. It is concerned with developing all aspects of the student – intellectual, emotional, social, and spiritual. Teachers and students are encouraged to take every opportunity to explore the Catholic elements of this curriculum. A fundamental aim of this course is the development of a plan to facilitate the student's achievement in the areas of reading and writing; students will keep a Portfolio of Written Work and a Personal Dictionary. In this document, "the writing process" is used to describe the complete step-by-step development of a piece of written work including the organization of information and ideas, revision of drafts, editing, proofreading, and publishing.

A wide variety of teaching strategies and assessment tools should be used to accommodate the various learning modalities. The assessment tools provided in this profile are designed to be used throughout the course.

In each unit, the teacher will:

- plan lessons and activities that will meet the learning expectations of this course;
- plan supplementary assignments to enhance learning;
- provide direct instruction of new material;
- schedule time in the school Library/Resource Centre and computer lab;
- design remedial and enrichment activities when needed;
- conference with colleagues in order to provide opportunities for cross-curricular learning;
- arrange for opportunities for community integration;
- mentor and monitor students' progress;
- design applicable rubrics, checklists, and templates for assessment and evaluation;
- assess and evaluate students on a regular basis;
- conference with students to ensure that learning outcomes are being met;
- provide additional tutoring as required.

Selection of texts should reflect the cultural diversity of the community and be representative of the cultures which create the Canadian mosaic.

Because technology is used as a teaching/learning tool throughout the course, it is imperative for teachers to consult with both the teacher-librarian and their colleagues in the field of technology. It is essential to instruct students in the appropriate use of equipment and in the critical and ethical use of the Internet.

The writers have provided samples of rubrics and checklists; however, teachers are urged to develop/find rubrics that meet the specific needs of their students.

If a teacher follows this course profile and its activities, he/she can be assured of providing students with the opportunities to fulfill all of the overall and specific expectations required for the Grade 11 Literacy Skills: Reading and Writing course, as well as many of the Catholic Graduate Expectations.

## Teaching/Learning Strategies and Resources

| Instructional Strategies | Assessment Strategies | Main Resources |
|---|---|---|
| Students will:<br>• write reports, paragraphs, and short essays;<br>• read texts, and re-tell events;<br>• research using the Internet, Library/Resource Centre, and media materials;<br>• use desktop publishing; conduct surveys and interviews;<br>• produce visual displays, posters, and publications;<br>• listen to recordings; compose original poetry, and short fiction;<br>• practice drafting, editing, and revising;<br>• learn and apply the rules of Standard Canadian English; | The assessment plan will include the following:<br>**Reflection**<br>• Self-assessment<br>• Peer assessment<br>• Portfolio of Written Work<br>**Observation**<br>• Formal teacher observation<br>• Informal teacher observations<br>• Diagnostic testing<br>**Conferencing**<br>• Student/teacher conferences<br>• Peer conferences | The following resources are required to support teaching and learning:<br>(Whenever possible, teachers should select contemporary material with a sensitivity to the diversity of Canadian culture.)<br>**Print**<br>• The Bible, Catholic Edition<br>• Prayer books/Missals<br>• Anthologies of short stories and poetry<br>• Contemporary novels of high interest to students<br>• Short plays<br>• Dictionaries and thesauri<br>• Grammar and punctuation worksheets<br>• Spelling lists<br>• Diagnostic assessment material |

|  |  |  |
|---|---|---|
| • prepare and deliver oral and written reports;<br>• identify literary terms; summarize fiction and non-fiction texts;<br>• reflect on classroom and personal experiences;<br>• work co-operatively with classmates in groups;<br>• complete worksheets;<br>• keep a Portfolio of Written Work and a Personal Dictionary;<br>• make/take notes;<br>• integrate and apply Gospel values.<br>The teacher will:<br>• model reading;<br>• provide direct instruction;<br>• design worksheets and assignments;<br>• lead discussion groups;<br>• provide opportunities for cross curricular learning and community integration;<br>• monitor student progress;<br>• be a role model for students by demonstrating Gospel values. | **Paper and Pencil tests/quizzes**<br>• Teacher-designed formative quizzes<br>• Teacher-designed summative tests<br>• Final exam<br>**Performance Assessment**<br>• Presentations<br>• Role play<br>• Graphic organizers<br>• Opinion paper, a variety of paragraphs, research report, original short fiction, short informal essay, script, character profile, original poetry anthology, annotated bibliography, and small group newspaper.<br>• Portfolio of Written Work<br>• Personal Dictionary<br>**Assessment tools** will include:<br>• Rubrics, checklists, tests, marking schemes, and anecdotal comments | **Media sources (from the Public domain)**<br>• Electronic books<br>• Christian and secular songs, and psalms<br>• Brochures<br>• Pamphlets<br>• Instructional Manuals<br>• Televised texts<br>• Newspapers and magazines<br>**Software**<br>• Desktop publishing program<br>• Word processing program<br>• Internet<br>• CD-ROMs<br>**Hardware**<br>• Computers<br>• CD players, tape players<br>• Television set and VCR |

## Assessment and Evaluation

Assessment and evaluation will be based on the provincial curriculum expectations for this course and the achievement levels outlined in *The Ontario Curriculum* policy document, Grade 11 and 12 (2000). This course emphasizes the application and practical demonstration of student achievement in the areas of reading and writing. The assessment strategies will be "varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning." (*The Ontario Curriculum Grades 9-12: Program Planning and Assessment, 2000*, p. 9) Accommodations will be made for exceptional students consistent with the needs identified on their IEPs, as well as any other students who may require specific accommodations to enhance their learning opportunities such as English as Second Language students, or students who are English speaking, but not familiar with the intricacies of Standard Canadian English.

Accommodations are designed to enhance opportunities for learning for all students without altering the integrity of the curriculum.

## Suggested Accommodations

The teacher should be mindful of any recommendations made in the student's Individual Education Plan (IEP) and be prepared to accommodate and/or modify the program to meet the needs of individual students. Specific modifications and accommodations for the needs of the students are to be made in consultation with colleagues in the Special Education and Guidance departments.

**Visual**

- Checklists, specific directions
- Reduced quantity/varied assignments
- Highlight key information
- Modified reading sources
- Dual language dictionaries

**Auditory**

- Rewording/re-phrasing information
- Taped stories
- Alternate location for task completion
- Chunking information/instructions

**Kinesthetic**

- Manipulatives
- Concrete/hands-on materials
- Dramatizing information
- Gesture cues, body language

**General**

- Buddy/peer tutoring
- Timing-extended deadlines for tests/assignments
- Scribe/reader for note-making and/or tests
- Preferential seating according to student IEPs
- Strategic seating for classroom management

**Organizational**

- Communication book
- Student-centred structure
- Charts
- Time-management aid

## Evaluation of Student Achievement

**Ongoing Evaluation** 70%

*Knowledge and Understanding*

- Worksheets based on content
- Tests/quizzes on content
- Discussions
- Graphic organizers

*Thinking/Inquiry*

- Portfolio of Written Work
- Conferencing
- Informal teacher observation
- Opinion papers

*Communication*

- Reading Comprehension Questions
- Role playing
- Interviews
- Presentations
- Group activities
- Written assignment
- Personal Dictionary
- Portfolio of Written Work

*Application*

- Written assignments
- Projects
- Oral reports and presentations
- Using the writing process
- Surveys/research/reports

**Final Evaluation** 30%

Formal summative examination

Portfolio of Culminating Activities

Personal Dictionary

## OSS Policy Applications (Ministry of Education)

*Ontario Secondary School Grades 9 to 12: Program and Diploma Requirements, 1999.*

*Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999.*

*The Ontario Curriculum Grades 9 to 12: Program Planning and Assessment, 2000.*

## Course Evaluation

- Student surveys
- Curriculum Review Development and Implementation, (CRDI), to be used by individual schools and departments
- Student/teacher course evaluation
- Self-evaluation, teacher

# Coded Expectations, Literacy Skills: Reading and Writing, Grade 11, Open, ELS3O

## Reading Skills

### Overall Expectations

**REV.01**

- demonstrate an understanding of a variety of contemporary texts;

**REV.02**

- demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;

**REV.03**

- explain the use of specific elements of style in a variety of contemporary texts;

**REV.04**

- use a variety of strategies to understand words encountered in texts.

### Specific Expectations

**Understanding the Meaning of Texts**

**RE1.01**

– read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively (e.g., read a short story as a model for writing; read a magazine article on a topic of personal interest and report on the main ideas and details to a small group);

**RE1.02**

– use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points (e.g., skim texts to locate specific ideas; discuss the effectiveness of a reading strategy modelled by the teacher; assess the appropriateness of a reading strategy used during a guided reading session; compare reading strategies used by various students to read the same passage; identify their own strengths and weaknesses in reading and set goals for improvement);

**RE1.03**

– use knowledge of the organization of texts to locate relevant information (e.g., create chapter titles to identify plot details in a novel; use headings, table of contents, and the index to find specific information in a text; refer to illustrations and diagrams to clarify information; explain the role of the introduction, body, and conclusion of a short essay in communicating the main idea; use knowledge of the organizational pattern of a text, such as comparison and contrast or cause and effect, to locate answers to questions about the text);

**RE1.04**

– make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts (e.g., make judgements about a character's values based on implicit and explicit information in a short story; read a magazine article and discuss the perspective of the writer; chart explicit information about a character in a short story; state the main idea in an opinion piece and list supporting details; differentiate between fact and opinion in a magazine article);

**RE1.05**

– compare their own interpretations of texts with those of others (e.g., record responses to self selected materials and share them with others in a small group; chart and compare various responses to the actions of a character in a novel; discuss different interpretations of the same text and suggest possible reasons for the differences; compare their own preferences for authors, genres, and topics with those of peers; explain how personal values and perspectives influence responses to and interpretations of texts).

### Understanding the Forms of Texts

**RE2.01**

– use knowledge of the elements of drama, with an emphasis on plot, character development, conflict, and dialogue, to understand and interpret plays;

**RE2.02**

– use knowledge of the elements of the short story, with an emphasis on events, character, setting, and theme, to understand and interpret short stories;

**RE2.03**

– use knowledge of the elements of the novel, with an emphasis on plot, character, setting, and theme, to understand and interpret novels;

**RE2.04**

– use knowledge of the elements of poetry, with an emphasis on form, rhyme, rhythm, and imagery, to understand and interpret poems;

**RE2.05**

– use knowledge of the elements of newspaper and magazine articles and opinion pieces, with an emphasis on headlines, leads, the Five W's (who, what, where, when, and why?), titles, subtitles, and accompanying photographs, to understand and interpret these texts.

### Understanding the Elements of Style

**RE3.01**

– describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively (e.g., discuss how descriptive language helps create a mood in a short story or poem; explain how connecting words help clarify the sequence in a set of instructions; describe how precise technical words strengthen the message in an article about safety);

**RE3.02**

– explain how authors use simile, metaphor, personification, and foreshadowing to communicate thoughts, feelings, and information (e.g., explain the explicit comparison made in a simile and discuss how it adds to meaning; identify the implied comparison made in a metaphor and relate it to the theme of a poem; describe the use of literary devices such as hyperbole, personification, irony, and simile for impact or emphasis in texts).

### Building Vocabulary

**RE4.01**

– preview vocabulary before reading (e.g., skim and scan texts to identify unfamiliar words and look them up in a dictionary or glossary);

**RE4.02**

– use word-identification strategies while reading (e.g., sound out unfamiliar words; scan texts for key words; read ahead in the passage to find or deduce the meaning of an unfamiliar word or phrase; use root words, prefixes, and suffixes to determine the meaning of specialized vocabulary);

**RE4.03**

– use context to determine the meaning of unfamiliar words (e.g., use the surrounding information and vocabulary in a sentence or paragraph to deduce or infer the meaning of abstract or specialized words; use accompanying illustrations, diagrams, and charts to determine the meaning of unfamiliar words and phrases in a textbook);

**RE4.04**
– use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words.

## Writing Skills

### Overall Expectations

**WRV.01**
· investigate information and ideas for written work, using a variety of print and electronic sources;

**WRV.02**
· demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;

**WRV.03**
· organize information, ideas, and supporting details in written work;

**WRV.04**
· revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;

**WRV.05**
· edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

### Specific Expectations

**Generating Ideas and Gathering Information**

**WR1.01**
– describe and use strategies to generate ideas and explore topics for writing (e.g., brainstorm approaches to a topic; use graphic organizers to connect and structure ideas; use charts and graphs as sources of information; identify key words to narrow a topic);

**WR1.02**
– make research plans based on information needs (e.g., identify possible sources of information on specific writing topics; set timelines to plan, research, draft, revise, and complete short research projects);

**WR1.03**
– locate and record information from a variety of print and electronic sources (e.g., use an electronic catalogue in the library or an Internet search engine to locate information from textbooks, encyclopedias, magazines, CD-ROMs, and websites; use highlighting, note making, paraphrasing, and summarizing to gather and record relevant information);

**WR1.04**
– assess information to determine its relevance, sufficiency, and accuracy (e.g., classify information by topic and subtopics; assess the accuracy of information by comparing it with information from another source).

**Choosing the Form to Suit the Purpose and Audience**

**WR2.01**
– demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays (e.g., write frequently on self-selected and teacher-assigned literary and general-interest topics in a variety of forms);

**WR2.02**
– describe the form, purpose, and intended audience for each piece of writing;

**WR2.03**
– use the appropriate person and level of language for a specific form, purpose, and audience (e.g., use formal language in a short essay describing the theme of a novel studied; use the impersonal third person consistently in the summary of a report; use the first person in a friendly letter).

### Organizing Ideas and Information in Written Work

**WR3.01**
– construct complete sentences to present information and ideas, using a variety of sentence types (e.g., compose a variety of simple, compound, and complex sentences on a topic; alter the word order in sentences for emphasis and variety);

**WR3.02**
– organize sentences about a topic into coherent and unified paragraphs (e.g., use a topic sentence to state the main idea of a paragraph; use relevant details to develop the main idea; use a specific pattern, such as logical, chronological, or climactic order, to organize information in a paragraph);

**WR3.03**
– organize paragraphs into coherent and unified narratives, reports, letters, and short essays (e.g., maintain a consistent point of view in a narrative; use transition words to link paragraphs in a letter; state the controlling idea in the opening paragraph of a short essay).

### Revising Drafts

**WR4.01**
– revise drafts to strengthen the content (e.g., use feedback from a partner to identify incomplete ideas or lack of details; read passages aloud to identify unnecessary or incorrectly placed information);

**WR4.02**
– revise the organization of drafts to improve clarity of thought and expression (e.g., use a highlighter to track the logical development of ideas; use a word-processing program to reorder sentences, paragraphs, or sections of a draft; combine simple sentences to show a clear relationship between ideas);

**WR4.03**
– revise drafts to improve coherence (e.g., signal transitions with appropriate transition words and phrases; check for consistency between the topic sentence and the concluding statement);

**WR4.04**
– revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience (e.g., maintain consistent use of the impersonal third person in the summary of a report; check the use of the first person in a friendly letter; review the use of formal language in a short essay describing the theme of a novel studied);

**WR4.05**
– use print and electronic dictionaries, thesauri, and reference texts to select precise and appropriate vocabulary and find alternative phrasings for awkward constructions (e.g., select and use specialized vocabulary to clarify technical information and complex concepts).

### Editing, Proofreading, and Publishing

**WR5.01**
– incorporate information from research into written work by using quotation marks and consistent documentation;

**WR5.02**
– describe and use strategies to edit, proofread, and correct written work (e.g., use peer feedback to identify errors in sentence structure and grammar; use spell checkers to flag possible spelling errors; replace incorrectly used homophones and homonyms);

**WR5.03**

– identify and use appropriate and effective techniques and formats to publish written work (e.g., word-process the final copy of a short story; edit and format a class anthology of effective student writing; add diagrams or charts to a report for a bulletin-board display);

**WR5.04**

– edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

- – Grammar and Usage: identify the rules of subject-verb and pronoun agreement and apply them correctly;
- – Grammar and Usage: identify and use correctly the principal parts of irregular verbs;
- – Spelling: identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors (e.g., use knowledge of word patterns, word families, root words, prefixes, suffixes, and syllabication to check spelling; use a variety of spelling references, such as dictionaries and spell checkers, to flag possible errors);
- – Spelling: spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns (e.g., check a dictionary for the correct spelling of abbreviations and technical terms);
- – Punctuation: identify the use of effective punctuation when reading and use punctuation correctly when writing.

## Ontario Catholic School Graduate Expectations

The graduate is expected to:

**A Discerning Believer Formed in the Catholic Faith Community** who

**CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;

**CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

**CGE1c** -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;

**CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

**CGE1e** -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)

**CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;

**CGE1g** -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;

**CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;

**CGE1i** -integrates faith with life;

**CGE1j** -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

**An Effective Communicator** who

**CGE2a** -listens actively and critically to understand and learn in light of gospel values;

**CGE2b** -reads, understands and uses written materials effectively;

**CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;

**CGE2d** -writes and speaks fluently one or both of Canada's official languages;

**CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**A Reflective and Creative Thinker** who

**CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

**CGE3b** -creates, adapts, evaluates new ideas in light of the common good;

**CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;

**CGE3d** -makes decisions in light of gospel values with an informed moral conscience;

**CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;

**CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

**A Self-Directed, Responsible, Life Long Learner** who

**CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

**CGE4b** -demonstrates flexibility and adaptability;

**CGE4c** -takes initiative and demonstrates Christian leadership;

**CGE4d** -responds to, manages and constructively influences change in a discerning manner;

**CGE4e** -sets appropriate goals and priorities in school, work and personal life;

**CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;

**CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

**CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

**CGE5a** -works effectively as an interdependent team member;

**CGE5b** -thinks critically about the meaning and purpose of work;

**CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;

**CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

| | |
|---|---|
| **CGE5e** | -respects the rights, responsibilities and contributions of self and others; |
| **CGE5f** | -exercises Christian leadership in the achievement of individual and group goals; |
| **CGE5g** | -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others; |
| **CGE5h** | -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation. |

**A Caring Family Member** who

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|---|---|
| **CGE6a** | -relates to family members in a loving, compassionate and respectful manner; |
| **CGE6b** | -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended; |
| **CGE6c** | -values and honours the important role of the family in society; |
| **CGE6d** | -values and nurtures opportunities for family prayer; |
| **CGE6e** | -ministers to the family, school, parish, and wider community through service. |

**A Responsible Citizen** who

| | |
|---|---|
| **CGE7a** | -acts morally and legally as a person formed in Catholic traditions; |
| **CGE7b** | -accepts accountability for one's own actions; |
| **CGE7c** | -seeks and grants forgiveness; |
| **CGE7d** | -promotes the sacredness of life; |
| **CGE7e** | -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society; |
| **CGE7f** | -respects and affirms the diversity and interdependence of the world's peoples and cultures; |
| **CGE7g** | -respects and understands the history, cultural heritage and pluralism of today's contemporary society; |
| **CGE7h** | -exercises the rights and responsibilities of Canadian citizenship; |
| **CGE7i** | -respects the environment and uses resources wisely; |
| **CGE7j** | -contributes to the common good |

# Unit 1: Reading and Writing

**Time:** 40 hours (15+5 hours added from each of the other units)

## Unit Description

Because the focus of this course is to improve literacy, it is essential that the development and improvement of reading comprehension and writing skills be in the forefront. The first section, two hours long, is diagnostic. It will be necessary to ascertain each student's level of performance at the beginning of the course in order to tailor the course to meet the needs of the student. The second section, six hours long, will familiarize students with a variety of reading techniques and strategies as well as with the basic conventions of Standard Canadian English. The third section, seven hours long, will deal specifically with writing as a step-by-step process involving brainstorming, writing, conferencing, editing, and publishing. In the five subsequent units of this course, students will read, write, and interpret a variety of paragraphs, personal responses and letters, short stories, dialogues, summaries, bibliographies, short essays, news stories, reports, etc. while improving their skills in spelling, grammar, and punctuation. In addition, students will familiarize themselves with both print and electronic devices designed to assist them with their reading and writing skills.

## Strand(s) and Expectations

### Ontario Catholic School Graduate Expectations

CGE2a - listen actively and critically to understand and learn in light of gospel values;
CGE2c - present information and ideas clearly and honestly and with sensitivity to others;
CGE2d - write and speak fluently one or both of Canada's official languages;
CGE2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;
CGE3b - create, adapt, evaluate new ideas in light of the common good;
CGE4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b - demonstrate flexibility and adaptability;
CGE5a - work effectively as an interdependent team member.

**Strand(s):** Reading Skills, Writing Skills

### Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly – grammar, spelling, and punctuation according to the conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources where appropriate.

## Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge and responding imaginatively (e.g., read a short story as a model for writing; read a magazine article on a topic of personal interest and report on the main ideas and details to a small group);
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading. Making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading section, and summarizing key points (e.g., skim texts to locate specific ideas; discuss the effectiveness of a reading strategy modelled by the teacher; assess the appropriateness of a reading strategy used during a guided reading session; compare reading strategies used by various students to read the same passage; identify their strengths and weaknesses in reading and set goals for improvement);
RE1.03 - use knowledge of the organization of texts to locate relevant information (e.g., create chapter titles to identify plot details in a novel; use headings, table of contents, and the index to find specific information in a text; refer to illustrations and diagrams to clarify information; explain the role of the introduction, body, and conclusion of a short essay in communicating the main idea; use knowledge of the organizational pattern of a text, such as comparison and contrast or cause and effect, to locate answers to questions about the text);
RE1.04 - compare their own interpretations of texts with those of others (e.g., record responses to self-selected materials and share them with others in a small group; chart and compare various responses to the actions of a character in a novel; discuss different interpretations of the same text and suggest possible reasons for the differences; compare their own preferences for authors, genres, and topics with those of peers; explain how personal values and perspectives influence responses to and interpretations of texts);
RE2.05 - use knowledge of the elements of newspaper and magazine articles and opinion pieces, with an emphasis on headlines, leads, the Five W's (who, what, where, when, and why?), titles, subtitles, and accompanying photographs, to understand and interpret these texts;
RE4.01 - preview vocabulary before reading (e.g., skim and scan texts to identify unfamiliar words and look them up in a dictionary or glossary);
RE4.02 - use word-identification strategies while reading (e.g., sound out unfamiliar words; scan texts for key words; read ahead in the passage to find or deduce the meaning of an unfamiliar word or phrase; use root words, prefixes, and suffixes to determine the meaning of specialized vocabulary);
RE4.03 - use context to determine the meaning of unfamiliar words (e.g., use the surrounding information and vocabulary in a sentence or paragraph to deduce or infer the meaning of abstract or specialized words; use accompanying illustrations, diagrams, and charts to determine the meaning of unfamiliar words and phrases in a textbook);
RE4.04 - use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing (e.g., brainstorm approaches to a topic; use graphic organizers to connect and structure ideas; use charts and graphs as sources of information; identify key words to narrow a topic);
WR1.02 - make research plans based on information needs (e.g., identify possible sources of information on specific writing topics; set timelines to plan, research, draft, revise, and complete short research projects);

WR1.03 - locate and record information from a variety of print and electronic sources (e.g., use an electronic catalogue in the library or an Internet search engine to locate information from textbooks, encyclopedias, magazines, CD-ROMs, and websites; use highlighting, note making, paraphrasing, and summarizing to gather and record relevant information);
WR1.04 - assess information to determine its relevance, sufficiency, and accuracy (e.g., classify information by topic and subtopics; assess the accuracy of information by comparing it with information from another source);
WR2.01 - demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays (e.g., write frequently on self-selected and teacher-assigned literary and general-interest topics in a variety of forms);
WR2.02 - describe the form, purpose, and intended audience for each piece of writing;
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience (e.g., use formal language in a short essay describing the theme of a novel studied; use the impersonal third person consistently in the summary of a report; use the first person in a friendly letter);
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types (e.g., compose a variety of single, compound, and complex sentences on a topic; alter the word order in sentences for emphasis and variety);
WR3.02 - organize sentences about a topic into coherent and unified paragraphs (e.g., use a topic sentence to state the main idea of a paragraph; use relevant details to develop the main idea; use a specific pattern, such as logical, chronological, or climactic order, to organize information in a paragraph);
WR3.03 - organize paragraphs into coherent and unified narratives, reports, letters, and short essays (e.g., maintain a consistent point of view in a narrative; use transition words to link paragraphs in a letter; state the controlling idea in the opening paragraph of a short essay);
WR4.01 - revise drafts to strengthen the content (e.g., use feedback from a partner to identify incomplete ideas or lack of details; read passages aloud to identify unnecessary or incorrectly placed information);
WR4.02 - revise the organization of drafts to improve clarity of thought and expression (e.g., use a highlighter to track the logical development of ideas; use a word-processing program to reorder sentences, paragraphs, or sections of a draft; combine simple sentences to show a clear relationship between ideas);
WR4.03 - revise drafts to improve coherence (e.g., signal transitions with appropriate transition words and phrases; check for consistency between the topic sentence and the concluding statement);
WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience (e.g., maintain consistent use of the impersonal third person in the summary of a report; check the use of the first person in a friendly letter; review the use of formal language in a short essay describing the theme of a novel studied);
WR4.05 - use print and electronic dictionaries, thesauri, and reference texts to select precise and appropriate vocabulary and find alternative phrasings for awkward constructions (e.g., select and use specialized vocabulary to clarify technical information and complex concepts);
WR5.01 - incorporate information from research into written work by using quotation marks and consistent documentation;
WR5.02 - describe and use strategies to edit, proofread, and correct written work (e.g., use peer feedback to identify errors in sentence structure and grammar; use spell checkers to flag possible spelling errors; replace incorrectly used homophones and homonyms);
WR5.03 - identify and use appropriate and effective techniques and formats to publish written work (e.g., word-process the final copy of a short story; edit and format a class anthology of effective student writing; add diagrams and charts to a report for a bulletin-board display);

WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

- Grammar and Usage: Identify the rules of subject-verb and pronoun agreement and apply them correctly;
- Grammar and Usage: Identify and use correctly the principal parts of irregular verbs;
- Spelling: Identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors (e.g., use knowledge of word patterns, word families, root words, prefixes, suffixes, and syllabication to check spelling; use a variety of spelling references, such as dictionaries and spell checkers, to flag possible errors);
- Spelling: Spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns (e.g., check a dictionary for the correct spelling of abbreviations and technical terms);
- Punctuation: Identify the use of effective punctuation when reading and use punctuation correctly when writing.

## Activity Titles (Time + Sequence)

| | | |
|---|---|---|
| Activity 1 | Diagnostic Assessment | 100 minutes |
| Activity 2 | Language Usage, Grammar, and Punctuation | 220 minutes |
| Activity 3 | Improving Reading Skills, Developing Reading Strategies | 120 minutes |
| Activity 4 | Using Words Effectively, Vocabulary Development | 120 minutes |
| Activity 5 | Using Research Skills: Annotated Bibliography | 100 minutes |
| Activity 6 | The Writing Process: A Five-Step Plan | 240 minutes |

## Unit Planning Notes

- As well as the 15 hours set aside for this unit, students will have an additional 25 hours, five in each subsequent unit of study, in which to reinforce and refine the skills covered here. Thus this unit is diagnostic and formative in nature. Summative evaluation will take place in the context of subsequent units.
- Depending on the ability level of the students in the class, the teacher may choose to spend more time on certain aspects of the unit rather than on others. Wherever possible, the teacher should use reading selections from other courses, the workplace, and the community to enhance the unit.
- There exists a number of prepared templates, rubrics and checklists that teachers may use as they are or adapt to their use, such as those developed in the *Performance Assessment Manual* developed by the EOCCC, and *Coping With the New Curriculum,* from O.S.S.T.F. In addition, a number of samples have been included in this unit. While it is preferable that students be consulted in the preparation of templates and rubrics for summative evaluations, the teacher may use prepared materials as long as the students are provided with them and the criteria are discussed prior to the assignment and its evaluation.
- Prepare samples of the Personal Dictionary and the Portfolio of Written Work to be kept by each student in the class. The Personal Dictionary should have five sections: Language Usage Rules, Writing as a Process, Technical Terminology and Definitions, New Vocabulary and Miscellaneous Information. The Portfolio of Written Work will be used throughout the course as a forum for student opinions, ideas, and thoughts on specific topics provided by the teacher. Students will divide the journal into two sections: Assigned Responses and Personal Responses.

- The following details should be arranged prior to the start of the unit:
  - Speak to the teacher-librarian about the availability of time in the Library/Resource Centre to use both print and electronic research materials as well as use the computers for word processing.
  - Schedule time in the Computer Lab to give the students the opportunity to explore the Internet and the various search engines and websites available, and to become familiar with the more popular word processing and publishing programs.
  - Ensure that all students have had time to become familiar with and understand the school board's protocol for the use of the Internet and the Computer Labs prior to the first scheduled day in the lab.
  - Arrange for a computer technician or teacher to be on hand the first time students use the machines to ensure that they have the necessary help in place.
  - Confer with the public librarian in the community to find out about hours of operation and student access to those facilities. While some communities may have Internet Cafes and the like, students should be informed about the cost of using computers in such locations.
  - Collect a variety of self-help spelling aids for the class such as dictionaries, spelling lists, electronic and hand-held spell checking devices.
  - Have a number of grammar textbooks, CD-ROMs and other materials on hand from which to select appropriate activities.
  - Find samples of the different types of writing: opinion/persuasion, narrative, explanatory/instructive, compare/contrast, descriptive, cause/effect, factual reports, short essays, and letters that will be examined in the latter part of the unit and that students can model to practise each type of writing studied.
  - Gather examples of workplace related writing samples so that students have the opportunity to connect the need to write properly, using correct spelling, punctuation and grammar with the world of work.
- It is essential that students understand the need to use Gospel values and ethics, (generosity, kindness, justice, equality, understanding, joy, hope and forgiveness) in the way they respond to their peers. For the writing process to be successful, students must feel comfortable having their peers assess their work. This is only possible if the students treat one another with the same care and consideration with which they would like to be treated. A review of gospel values such as patience, kindness, faithfulness, acceptance, self-control, humility, and respect, and positive feedback will be in order at the start of the writing process activity.
- As always, the teacher should refer to the students' IEPs to ensure that suitable accommodations and/or modifications are made to enhance the learning experience for the students. The needs of ESL and ELD students should also be considered and addressed by the teacher. Understanding that the needs of students may vary, the teacher should have remedial work and enrichment work available as needed for those students who experience more difficulty than others in grasping an idea or principle of reading or writing, or who are prepared to move ahead before their classmates.

## Prior Knowledge Required

Students will:

- have had previous experience with English language courses;
- have a basic understanding of the basic rules of spelling;
- have a basic knowledge of reading strategies and methods of decoding unfamiliar words, which they have used in the past;
- have had experience reading a variety of materials both in and out of school;
- understand that English is an evolving language and changes regularly;

- be aware that regional/national differences occur in the way people speak and write the English language;
- have some knowledge and basic experience using computers in order to access word processing software;
- be aware of the school board protocol for use of the Internet, and the school regulations concerning use of the Computer Lab;
- be able to write simple sentences;
- know the difference between a sentence and a phrase;
- respect the rights and opinions of others in light of the gospel values listed above;
- be aware of the need for good communication skills in the workplace.

## Teaching/Learning Strategies

- Teacher-led Socratic lessons
- Spelling lists to assist with spelling
- Simplified grammar, punctuation, and sentence structure rules sheets for future reference
- Worksheets to reinforce concepts of spelling, grammar, punctuation and word usage
- Note taking and note making
- Teacher-modelled reading of a variety of genres.
- Oral and silent reading using a variety of reading decoding techniques
- Outlining exercises for reading comprehension and effective note making
- Using diagrams/charts to improve comprehension in reading and writing
- Brainstorming
- Writing/editing/revising as a process
- Provided models of sample letters and paragraphs to be written
- Provided peer/self editing checklists for the writing process
- Student-teacher conferencing to ensure that individual needs are being met, and that material is understood
- Peer conferencing
- Class discussions
- Collaborative learning
- Using technological aids – the Internet, computer software, etc.

## Assessment and Evaluation

### Diagnostic Assessment

- Completed diagnostic reading and writing assessment material (see Appendices 1.1 to 1.4)

### Formative Assessment

- A variety of reinforcement and/or remedial activities to ensure students master the basic conventions of language
- Informal observation of students as they work on different aspects of the unit
- Peer/self editing checklists for writing assignments
- Portfolio of Written Work Rubric completed at the end of each unit
- Personal Dictionary Rubric completed at the end of each unit

## Accommodations

- Preferential/strategic seating
- Peer tutor to help with reading/writing and the first stage of assignments
- Assistance from Special Education as needed
- Enlarged print for worksheets and tests, all of which should be typed
- Use of mnemonics to remember spelling rules, etc. taught and encouraged
- Use of audio equipment to assist with reading comprehension
- Use of dual language dictionaries
- Alternative methods of note making and note taking such as a scribe, use of diagrams, or point form
- Use of index cards rather than notebooks, if the student prefers
- New information taught using concrete examples relevant to the students
- Visual aids to assist with the various steps of the writing process
- Flexible timelines/assignment lengths
- Additional access to computers and software provided

## Resources

Prepared diagnostic reading and writing activities, such as:

Cornfield, R.J., Kathleen Coyle, Beverley Durrant, Karl McCutcheon, John Pollard, and William Stratton. *Making the Grade: Evaluating Student Progress*. Scarborough: Prentice-Hall, 1987.

La Pray, Margaret H. *On The Spot Reading Diagnosis File*. New York: The Center for Applied Research in Education, Inc., 1978.

Midwood, Dale, et al. *Assess for Success: Assessment, Evaluation, and Reporting for Successful Learning*. Toronto: OSSTF Educational Services, 1993.

Ontario Assessment Instrument Pool. *Reading Passages for Assessing Language Arts, Books I, II, III*. Toronto: Ministry of Education, 1990.

Current assessment materials will be available from the Special Education Department

Manuals on language skills and writing such as:

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt-Brace, 1999.

Artman, John. *Slanguage Activities and Ideas on the History and Nature of Language*. New York, Crest Litho, Inc., 1980.

Bunnell, Jean. *400 Words That Work: A Lifeskills Vocabulary Program*. Maine: J. Weston Walsh, Publisher, 1992.

*Canadian Writer's Companion*. Toronto, Prentice Hall Canada, Inc., 1997.

Coping With the New Curriculum. *Practical Strategies for Implementing the New Curriculum*. Toronto: Ontario Secondary School Teachers' Federation, 1999.

Cramer, Ronald L. *Building Concrete Writing Skills*. Michigan: The Instructor Publications, Inc., 1982.

Elliott, Rebecca. *Painless Grammar*. New York: Barron's Educational Services, Inc., 1997.

George, Jerry. *Good Grief! Good Grammar! A Basic (and Short) Guide to Standard English*. Markham: Pembroke Publishing, 1994.

Grizzard, Mabel Youree. *Language Exercises Revised (9 workbooks).* Texas: Stech-Vaughn Company, 1984.

Hopper, Vincent F., Cedric Gale, Ronald C. Foote, and Benjamin W. Griffith. *Essentials of English*. New York: Barron's Educational Series, Inc., 1990.

*Language Arts Survival Guide*. Toronto, Prentice Hall Canada, Inc., 1997.

McFarlane, J.A. (Sandy), and Warren Clements. *Style Book 1996: A Guide to Language and Usage*. Toronto: Penguin Books, 1996.

*Pacemaker's Passage to Basic English*. Scarborough: Globe Fearon (Prentice Hall Ginn), 1999.

Read, Hugh D. *Look it Up an Alphabetical Reference for Writers*. Scarborough: Prentice-Hall Canada, Inc., 1992.

Schramfer, Betty. *Basic English Grammar*. New Jersey: Prentice Hall Regents, 1996.

Shapiro, Nathaniel. *Reading Efficiency*. Scholastic Inc., 1980.

Steere, Amey, Caroline Z. Peck, and Linda Kahn. *Solving Language Difficulties: Remedial Routines*. Massachusetts: Educators Publishing Service, Inc., 1971.

Withington, Janice J. *Genres of Literature. Thematic Study Guides and Bibliographies*. California, Good Apple, a Division of Frank Schaffer Publications, 1996.

Dictionaries and thesauri

CD-ROMs

Internet Websites

- http://www.grammarlady.com/
- http://www.grammarnow.com/
- http://www.dailygrammar.com/
- http://andromeda.rutgers.edu/~jlynch/writing
- http://www.grammarbook.com/
- http://webster.commnet.edu/hp/pages/darling/grammar.htm
- http://www.edunet.com/english/grammar
- http://www.luther.bc.ca/~dave7cnv/cdnspelling/cndspelling.html
- http://www.web.net/cornerstone/cndeng.htm
- http://library.utoronto.ca/www/writing/books6.html
- http://www.kenevacorp.mb.ca.service.htm#Writing

Computer software

Textbooks and other cross-curricular material

Pamphlets and brochures from a variety of sources such as Guidance, Career Exploration, non-profit organizations, travel agencies, church bulletins, Sunday Missals, and devotional materials

A variety of application forms and leases

Product and medicine labels

Canadian newspapers and magazines

*Holy Bible. The New Revised Standard Version, Catholic Edition*. Nashville: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

Novels, short stories, poems, and articles with Canadian content

Greeting cards for all occasions

## Activity 1: Diagnostic Assessment

**Time:** 100 minutes

### Description

The purpose of this activity is to help the learner by assisting teachers in finding the best way to tailor the course to meet the needs of individual students. In this activity, students will complete a number of diagnostic reading assessments and writing activities designed to help the teacher assess individual abilities and plan suitable instruction.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2d, 2e, 4b.
**Strand(s):** Reading Skills, Writing Skills
**Overall Expectations:** REV.01, REV.04, WRV.02, WRV.03, WRV.05.
**Specific Expectations:** RE1.03, RE4.02, WR2.01, WR3.01, WR3.02, WR5.04.

### Planning Notes

- There are a number of commercially produced reading and writing assessment tools available that can be adapted for use by the classroom teacher. The Special Education staff should be consulted for the best resources obtainable in the school.
- The teacher should familiarize himself/herself with remedial materials on-hand at the school that can be used to design the various question sheets for this activity. These may be found in both the Special Education and the English Departments. As well, a number of Internet websites can be useful for finding information on grammar, punctuation, spelling and writing skills.
- If the results of the Grade 10 Test of Reading and Writing completed by the current class of students are available, the teacher may use them to compare the present level of performance with the performance on the test.
- The information obtained in this activity is to be used by the teacher to adapt the remaining content of this unit to meet the needs of the students in the class. Students who are not successful in this activity will require additional remediation and assistance from the teacher, a peer tutor, or the Special Education Department.
- The Special Education Department should be consulted prior to the activity in order to discuss possible test anxiety on the part of identified students or students who may have failed the Grade 10 Test of Reading and Writing. Although this activity is not technically a test situation, some students may be more at ease in an alternate location.
- A number of commercially prepared rubrics are available to the teacher for assessing writing activities. The teacher may wish to use one of them or one that has been previously developed by colleagues in the English department of his/her school. Specific samples have been provided in the appendices of this course profile. If the teacher wishes, he/she may develop a rubric specific to an activity. Regardless of which rubric is used, these should be shared with the students prior to any writing assignments. It is important to ascertain that all students understand exactly what will be assessed and how this will be done.
- For the sake of consistency, the teacher should use the same rubric to evaluate similar work. That way, students will know what is asked of them and be able to see the progress they make in particular areas. This will help them set personal goals/targets for self-improvement.
- The teacher may invite students to bring in previously completed writing samples that they believe best exemplify their writing abilities. These samples may come from a previous course.

- Where appropriate the teacher should refer to the students' IEPs to make the necessary accommodations and/or modifications. In some cases, IEPs will have current level of performance indicators that the teacher may use to enhance his/her diagnostic activities. The teacher should also be aware of any accommodations that may be required by ESL, ELD, or other students in the class who have not yet had an IEP prepared.

## Prior Knowledge Required

Students will:

- have had previous experience in English language courses;
- be able to read simple selections for content and understanding;
- be able to write simple sentences;
- know the difference between a sentence and a phrase;
- be familiar with the basic format used in letter writing.

## Teaching/Learning Strategies

- Students will complete this activity over a two-day period; the first day's work will deal with reading and comprehension, the second will involve grammar, punctuation, vocabulary and writing skills.
- The teacher will inform students that these assignments are for diagnostic purposes only.
- On the first day, the teacher will hand out selected reading passages, and comprehension questions. Students will read the short paragraphs, and answer the questions. See Appendix 1.1 for a sample reading passage and questions. Please note: this sample evaluates comprehension and decoding in context; it does not measure accurately a student's ability to reason or make inferences.
- The teacher should select passages from other course textbooks to supplement reading passages and provide cross-curricular learning opportunities. Students should be asked to summarize a selection of text to demonstrate comprehension and the purpose of what they read in relation to the topic.
- On the second day, the teacher will ask students to give reasons why it is important to be able to communicate clearly and accurately. For example, ask the students to discuss what would happen if people could spell words any way they wanted to, or if they could invent words for things without any sort of limitations. Ask students to explain what would happen on a work site if people used different words to describe the same objects. Have students discuss the confusion that occurs if someone answers a question using highly technical vocabulary.
- After the discussion, the teacher will assign the language usage/writing portion of the activity. The teacher may choose to give a spelling quiz as part of this activity, selecting words from the previous day's reading passages as well as frequently misspelled words. Words should always be presented in context. After the spelling quiz, students will complete language usage and writing activities. See Appendix 1.2 for a sample test.
- The language usage portion of the activity should be designed to identify student performance in sentence structure, sentence combining, punctuation, capitalization, and conjugation of regular and irregular verbs, word usage, and comprehension using a Cloze procedure passage.
- The writing skills section should offer students the opportunity to demonstrate their skills in letter writing and paragraph production, but to be effective, the writing should have a real-life context. For example, students could write a letter to a friend describing their new classes, a letter to the principal concerning a school rule, a letter to a future employer, etc. Samples of writing, previously completed by the student may be used to supplement this portion of the diagnostic activity.
- The writing activity should include opportunities for students to demonstrate sentence construction and variety, grammar, spelling, capitalization, word usage, style, and to produce at least two different types of writing.

- Students are to use the Personal section of the writing in their Portfolios of Written Work to write out their expectations for the course, outline what they believe they must do to be successful in it, and set personal goals to help them achieve this success.

## Assessment/Evaluation Techniques

### Diagnostic Assessment

- Informal teacher observation of student behaviour during the assessments (see Appendix 1.16)
- Reading assessment evaluation grids provided with commercially prepared materials or developed by the teacher
- Reading comprehension questions
- Paragraph writing assessed by Paragraph Rubric (see Appendix 1.3)
- Letter writing assessed by Letter Rubric (see Appendix 1.4)

## Accommodations

- More time, if needed
- Activities completed in an alternate location
- Larger print, if required
- Chunking of activity instructions to minimize anxiety
- Use of a scribe if necessary
- Access to dual language dictionaries

## Resources

Prepared diagnostic materials such as:

Cornfield, R.J., Kathleen Coyle, Beverley Durrant, Karl McCutcheon, John Pollard, and William Stratton. *Making the Grade: Evaluating Student Progress*. Scarborough: Prentice-Hall, 1987.

La Pray, Margaret H. *On The Spot Reading Diagnosis File*. New York: The Center for Applied Research in Education, Inc., 1978.

Midwood, Dale, et al. *Assess for Success: Assessment, Evaluation, and Reporting for Successful Learning*. Toronto: OSSTF Educational Services, 1993.

Ontario Assessment Instrument Pool. *Reading Passages for Assessing Language Arts, Books I, II, III*. Toronto: Ministry of Education, 1990.

Current materials will be available from the Special Education Department

Reading selections from other subject areas

Grammar, punctuation and word usage activity sheets

Grade 10 Test of Reading and Writing

Magazines and newspapers

Reading materials such as novels, short story anthologies, comic books, paper-and-pencil puzzles such as eye twisters and word search puzzles for students who complete the assessments before the others

## Activity 2: Language Usage, Grammar, and Punctuation

**Time:** 220 minutes

### Description

This activity is designed to teach the basic conventions of Standard Canadian English, specifically the use of grammar and punctuation rules. This activity is formative and subsequent activities and units will build on the skills presented in this activity. Students will examine, discuss and practise the various rules of grammar and punctuation.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2d, 3b, 4a, 4b, 5a.
**Strand(s):** Reading and Writing
**Overall Expectations:** REV.01, WRV.03, WRV.04, WRV.05.
**Specific Expectations:** RE1.03, WR3.01, WR4.02, WR4.05, WR5.02, WR5.04.

### Planning Notes

- The amount of time spent on each aspect of this activity should be determined by the strengths and weaknesses identified in the diagnostic activities.
- The teacher is reminded that the material covered in this unit will not be mastered in a matter of hours. The purpose of this activity is to introduce concepts that will be reinforced throughout the course. While some students may be familiar with some of the material covered, the teacher should use the opportunity to encourage those students to both build on existing skills, and assist those classmates for whom the information is new.
- The teacher should be familiar with the resource materials available in the school in order to create the necessary worksheets and fact sheets.
- Many of the concepts covered in the unit will require Socratic instruction in order for the rules to be understood by the students. However, the teacher should prepare lesson plans that address visual, auditory, and kinesthetic (hands-on) learning preferences while allowing for collaborative learning opportunities and student involvement whenever possible (visual learners need to see the lesson, auditory learners need to hear/speak the lesson, kinesthetic learners need to manipulate the lesson).
- The teacher prepares fact sheets to be given to the students for use as reference guides throughout the course. Suggestions for these sheets include:
  - Rules of Punctuation and Rules of Capitalization
  - Spelling Patterns and Rules
  - Conjugation of Irregular Verbs
  - Samples of each of the Four Basic Sentence Types
  - Rules and Common Errors in Sentencing
  - Definitions of various Grammar Terms
  - The Parts of Speech such as noun, adjective, adverb, etc.
  - The Essential Parts of a Sentence – subject, predicate (verb), modifiers, etc.
- As an alternative to fact sheets, the teacher may use an overhead projector and transparencies to present new material, or use computer projection if the hardware is available. Care should be taken that all projections are clear and easily visible by all students.
- The teacher prepares a number of worksheets to reinforce each grammar/punctuation concept being taught or reviewed. Some students will require more reinforcement than others to grasp a concept. Enrichment/alternative assignments should be available for those who master the concept quickly.
- As always, the teacher consults the students' IEPs to ensure that the necessary accommodations and/or modifications are made.

## Prior Knowledge Required

Students will:

- be able to write a simple sentence;
- understand basic grammar terms such as noun, and verb;
- have experience working in pairs and small groups;
- understand the meaning of punctuation terms such as comma, period, and question mark;
- know the difference between a statement and a question.

## Teaching/Learning Strategies

The teacher will:

- review expected student behaviour during small group activities (see Appendix 1.12).
- explain to the students that they will be keeping a Personal Dictionary and a Portfolio of Written Work throughout this course. These items will be assessed on a regular basis throughout the course (see Appendices 1.17, 1.18). Show students previously prepared sample of a Personal Dictionary and a Portfolio of Written Work. All final drafts of written work are to be kept in the Portfolios of Written Work.
- present a number of lessons dealing with a variety of grammar concepts stressing those areas that show weakness according to the diagnostic assessments.
- use a variety of teaching methods to present information for each component of the lessons and to address different learning styles (oral, visual, hands-on activities, opportunities to share ideas, etc.).
- refer to the discussion at the beginning of the unit on the need for clear communication. Give students a copy of a reading selection from which all punctuation and capitalization has been removed (see Appendix 1.5). In pairs, students will read, capitalize, and punctuate the selection. Students will share their suggestions with the class and the teacher will punctuate the paragraph according to their suggestions (an overhead works best here). Students will then compare their punctuated selections with the correctly punctuated original. Selections may include paragraphs from short stories, magazine articles, the Bible, or prayers. The teacher should provide the rules of capitalization and punctuation to students to keep in their personal dictionaries for future reference.
- have students discuss how errors in punctuation may cause serious problems in the community and in the workplace, and how punctuation errors can lead to a breakdown in communication and comprehension.
- discuss the difference between present, past, and future to introduce verb tenses. The distinction between past and past perfect must be made clearly using concrete examples relevant to the students. The teacher will give students a list of regular verbs and have them give the present, past, and future form for each verb. This may be done in small groups or as a full class. Once the students understand the concept, a list of irregular verbs will be given (see Appendix 1.6). This list will be kept in the Personal Dictionary as a reference document to be used throughout the course in writing assignments. The lesson may end with students being asked to rewrite a variety of sentences in different tenses.
- discuss the difference between a sentence and a fragment. Students should understand that a sentence is a complete thought. Working in small groups, students can categorize sentences from a list as complete sentences or fragments.
- must stress that a verb is necessary for a group of words to be considered a sentence just as an employer is necessary for there to be a workplace, a priest for the celebration of the Eucharist, fuel for a car to travel, or light for photosynthesis. A list of simple definitions of grammar terms will be given to the students to be placed in their personal dictionaries.

- put examples of several short simple sentences on the board. Sentences should be on a topic of interest to students or possibly related to the workplace, and be able to be combined into compound and then complex sentences. See Question 8 on sample grammar review, Appendix 1.2 for an example. With the help of the students, the teacher will use the sample simple sentences to combine them into more effective sentence patterns. Following this activity, the teachers should give students a template of the different types of sentences and the way each one is formed. To complete the lesson, students work in pairs to identify different types of sentences. Answers will be noted at the end of each sample sentence. Sentences should be taken from a variety of sources including textbooks from other courses, newspaper and magazine articles, short stories, etc. As a class, correct the activity, making sure that all students understand why each sentence is the type that it is.
- assign worksheets on sentence combining to strengthen the concepts of sentence variety covered in this activity.
- in their Portfolios of Written Work, students will comment on the need to learn the basic conventions of language and how knowing and using them can improve their employability.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of students participating in all aspects of the learning (see sample Student Observation Sheet, Appendix 1.16)
- Completed activity sheets demonstrating that content has been understood
- Co-operative learning activities for improving inter-personal skills and problem solving abilities
- Personal Dictionary entries
- Portfolio of Written Work entries

## Accommodations

- Preferential/strategic seating
- Peer tutor or assistance from Special Education staff
- Enlarged print
- Dual language dictionaries
- Reduced number of questions/activities and alternate assignments
- Chunking of information
- Hard copies of material taught using overheads and computers
- Flexible timeline to complete activities

## Resources

A selection of paragraphs and sentences from textbooks, magazines, newspapers, etc.

Sentence combining activities

Grammar textbooks and workbooks such as:

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt-Brace, 1999.

Cramer, Ronald L. *Building Concrete Writing Skills*. Michigan: The Instructor Publications, Inc., 1982.

Elliott, Rebecca. *Painless Grammar*. New York: Barron's Educational Services, Inc., 1997.

George, Jerry. *Good Grief! Good Grammar! A Basic (and Short) Guide to Standard English*. Markham: Pembroke Publishing, 1994.

Grizzard, Mabel Youree. *Language Exercises revised* (9 workbooks). Texas: Stech-Vaughn Company, 1984.

Hopper, Vincent F., Cedric Gale, Ronald C. Foote, and Benjamin W. Griffith. *Essentials of English*. New York: Barron's Educational Series, Inc., 1990.

McFarlane, J.A. (Sandy) and Warren Clements. *Style Book 1996: A Guide to Language and Usage*. Toronto: Penguin Books, 1996.

*Pacemaker's Passage to Basic English*. Scarborough: Globe Fearon (Prentice Hall Ginn), 1999.

Schramfer, Betty. *Basic English Grammar*. New Jersey: Prentice Hall Regents, 1996.

Shapiro, Nathaniel. *Reading Efficiency*. Scholastic Inc., 1980.

Steere, Amey, Caroline Z. Peck, Linda Kahn. *Solving Language Difficulties: Remedial Routines*. Massachusetts: Educators Publishing Service, Inc., 1971.

### Websites

http://www.grammarlady.com/
http://www.grammarnow.com/
http://www.dailygrammar.com/
http://andromeda.rutgers.edu/~jlynch/writing
http://www.grammarbook.com/
http://webster.commnet.edu/hp/pages/darling/grammar.htm
http://www.edunet.com/english/grammar
http://www.luther.bc.ca/~dave7cnv/cdnspelling/cndspelling.html
http://www.web.net/cornerstone/cndeng.htm
http://library.utoronto.ca/www/writing/books6.html
http://www.kenevacorp.mb.ca.service.htm#Writing

Dictionaries and thesauri

Writing guides for sentence structure and types such as: *Writing Yellow Pages for Students and Teachers*. Tennessee: Incentive Publications Inc.

Remedial material for additional activities

## Activity 3: Improving Reading Skills, Developing Reading Strategies

**Time:** 120 minutes

### Description

The ability to read, understand and use information is critical to succeed in secondary school, the community, and in the workplace. In this activity, students will review previously acquired methods and be introduced to other reading strategies and techniques used to improve comprehension and reading ability. This activity is formative in nature and students will have the opportunity to improve the skills introduced here during the rest of the course as well as in their other classes and daily lives.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2c, 2d, 3b, 4a, 4b, 5a.
**Strand(s):** Reading Skills, Writing Skills
**Overall Expectations:** REV.01, REV.04, WRV.01.
**Specific Expectations:** RE1.01, RE1.02, RE1.03, RE1.04, RE4.02, RE4.04, WR1.01, WR1.02, WR1.03.

## Planning Notes

- The teacher collects a variety of print material for reading and evaluation (e.g., selections from the Holy Bible, and other works of literature, greeting cards, application forms, newspaper articles, pamphlets, textbooks from other courses, definitions, product labels, medicine labels, and first aid instructions).
- The teacher should review the more common methods of reading and be familiar with their use (e.g., skimming, scanning, reading for specific information, reading for enjoyment, speed-reading, etc.).
- The teacher familiarizes himself/herself with a variety of reading strategies and techniques which include:
  - setting the mood to read/study
  - identify the purpose for reading
  - reading to understand by marking or highlighting difficult passages
  - chunking the information to be read
  - decoding unfamiliar words by using phonics, context clues, prefixes, suffixes, and root words
  - recalling the material without referring to the text
  - digesting the material by recalling information, expanding on its meaning and storing it for future reference
  - predicting the outcome of a situation
  - confirming the predictions and adjusting accordingly
  - outlining key points in the text, especially useful in recalling factual information (see Appendix 1.7)
  - expanding and increasing information by self-questioning
  - reviewing and correcting errors in order to self-teach and learn from the activity
- A number of excellent resource books exist for teaching reading skills. The teacher should consult the Special Education or English Departments for suitable materials.
- The teacher reviews the method of improving reading comprehension through the use of mnemonics such as acoustic (sounds), symbolic (drawings to remember words) and mimetic reconstructions (picturing something in your mind to remember a fact, e.g., thinking of the Holy Trinity as a shamrock; three leaves, but only one plant).
- The teacher prepares a resource sheet of the most common prefixes, suffixes, and root words for students to add to their dictionaries for use throughout the course.
- The teacher reviews decoding skills such as using phonics to sound out unfamiliar words, breaking long words into syllables, looking for root words, looking for context clues, using dictionaries and thesauri, etc.

## Prior Knowledge Required

Students will:

- be able to read simple passages;
- know the sounds possible in Standard Canadian English from each letter of the alphabet;
- have developed personal coping strategies and techniques to deal with unfamiliar words;
- understand that words may be pronounced in different ways and still be correct;
- be familiar with the use of both print and electronic dictionaries and thesauri.

## Teaching and Learning Strategies

The teacher will:

- put a number of English words used in other English speaking countries on the board. These words may be unfamiliar to the students or used differently in Canada (e.g., bonnet – a hat here, the hood of a car in Britain; a billy – a club police officers use here, a tea pot in Australia; or grits in the United States is porridge here). Ask students to give other examples of English words they use that may have different meanings to their parents, or others.
- explain how comprehension can sometimes be affected by regional differences. Have students brainstorm examples of regional and colloquial English words.
- discuss the various decoding strategies that people use to understand new words and ask the students to volunteer the methods they use.
- have students share ideas and opinions on the effectiveness of the various strategies and techniques that can be used to decode words and give concrete examples of each.
- explain how outlining and self-questioning can make a reading selection easier to understand and remember.
- lead a class discussion on what people read every day outside of school, such as billboards, menus, labels, magazines, newspapers, novels, credits at movies or on television, signs, maps, etc., and why they read them.
- ask students to suggest how simple things could become complicated if a person did not understand the meaning of words in context. If possible, ask students to volunteer concrete examples of difficulties that have arisen because of misunderstood words.
- explain the different types of reading and how each type is used. For example, skimming to get the gist of a paragraph, scanning to find key words, reading slowly for specific information or to follow directions, or skipping irrelevant information when reading for pleasure.
- show students how to use specific reading techniques such as highlighting important information in a passage, making notes, or self-questioning on the content for recall.
- give students a reading selection and have them outline the content. See Appendix 1.7.
- show students how to rephrase information to remember or understand it (the teacher may wish to teach the students to create visual mnemonics).
- hand out reading selections with technical or other words students will not know, and have them practise the decoding skills discussed. Students may work in groups and share their responses as a class. New words should be added to their personal dictionaries.
- give the students a variety of reading selections and have them: identify which method of reading would be best suited to each selection; outline the content of the selection; and rephrase the selection to understand it. Have students discuss the purpose of the reading selection. The teacher may wish to use selections from other subject areas, guidance or community based literature to make the activity more meaningful and personal for students.
- in the Portfolios of Written Work, have students write a reflection on how they feel about reading, and how they see the techniques learned in this lesson helping them in the future.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation (see Appendix 1.16) to ensure understanding of the concepts being taught
- Completed reading strategies worksheets to ensure comprehension of techniques and strategies
- Completed Portfolio of Written Work entries
- Completed Personal Dictionary entries for continued vocabulary development and growth

## Accommodations

The teacher is reminded to examine the students' IEPs to make necessary accommodations and/or modifications. As well, the teacher should make suitable accommodations for ESL, ELD, and any other students who may require them.

- Preferential/strategic seating
- Reading partners
- Consideration for students reluctant to read orally
- Large print reading selections
- Practice/rehearsal time to prepare for oral reading
- Additional time to complete assigned tasks
- Access to dual language dictionaries
- Alternative notes
- Additional/repeated instructions

## Resources

Textbooks from other courses such as Mathematics, History, Science, etc.

Artman, John. *Slanguage Activities and Ideas on the History and Nature of Language*. New York: Crest Litho, Inc., 1980.

Books on methods for teaching reading such as:

> Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt-Brace, 1999.
>
> Shapiro, Nathaniel. *Reading Efficiency*. Scholastic Inc., 1980.
>
> Steere, Amey, Caroline Z. Peck, and Linda Kahn. *Solving Language Difficulties: Remedial Routines*. Massachusetts: Educators Publishing Service, Inc., 1971.
>
> Withington, Janice J. *Genres of Literature. Thematic Study Guides and Bibliographies*. California: Good Apple, a Division of Frank Schaffer Publications, 1996.

Materials on reading strategies for exceptional students (See Special Education Department for assistance.)

Pamphlets, church bulletins, labels, and maps.

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

Canadian newspapers and magazines

A variety of forms – applications, guarantees, leases, etc.

Instruction manuals

Dictionaries and thesauri

Books on the roots of the English language

## Activity 4: Using Words Effectively, Vocabulary Development

**Time:** 120 minutes

### Description

This activity is designed to help students improve their grasp of Standard Canadian English. Students will learn about spelling rules and mnemonics to improve their writing skills and discover how to use homonyms, synonyms, homophones, and antonyms to improve the clarity of their oral and written communication.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2d, 3b, 4b, 5a.

**Strand(s):** Reading Skills, Writing Skills
**Overall Expectations:** REV.04, WRV.04, WRV.05.
**Specific Expectations:** RE4.04, WR4.05, WR5.02 WR5.04.

### Planning Notes

- This activity is formative in nature. Students will be introduced to spelling rules and the vocabulary expanding techniques required for the writing process in this and other activities and units, as well as in other courses, the workplace and the community.
- The teacher should take the results of the diagnostic assessment into account, and the amount of time spent on each activity should be adjusted accordingly.
- The teachers will collect lists of synonyms, homonyms, homophones, words that confuse, antonyms, spelling rules, and spelling mnemonics to be given to the students as resources for future reference. The teacher should consider putting the more frequently used words on experience charts, laminate them, and place them around the classroom for a quick visual reminder.
- The teacher prepares workstations based on each aspect of the topic covered in this unit – synonyms, homonyms, antonyms, confusing words, evolving language, technical language, homophones and spelling rules.
- The teacher will prepare worksheets for the skills covered in the activity to be placed at each workstation.
- The teacher will collect a variety of written selections for students to rewrite using expanded vocabulary.
- The teacher will collect spelling aids for use by all students in the class – hand-held electronic spell checkers, spelling dictionaries, lists, etc.
- Time in the Library/Resource Centre and Computer Lab should be arranged to allow students access to electronic dictionaries and thesauri.
- The teacher should vary the way in which this material is presented and adjust the content and flow of this activity to best meet the needs of his/her students.
- Reserve the Library/Resource Centre and the Computer Lab to allow students to examine on line spelling and language help, as well as learn how to use electronic spelling and grammar aids.
- The teacher should ensure that students are familiar with the rules for use of the Library/Resource Centre and the Computer Lab, and the school board's protocol for use of the Internet.
- The teacher should examine the students' IEPs to ensure that necessary accommodations and/or modifications are made for exceptional students as well as ESL and ELD students.

## Prior Knowledge Required

Students will:

- be aware of Library/Resource Centre and Internet rules;
- have experience working in small groups;
- be familiar with word processing programs and the grammar and spell checkers they include;
- know how to find words in a dictionary or thesaurus;
- be able to spell a large number of common words correctly;
- understand that words are not always spelled the way they sound.

## Teaching/Learning Strategies

The teacher will:

- ask the students to brainstorm words that seem to have changed in meaning or function in the past few years (e.g., mouse – a small rodent, a piece of computer equipment; or party, once only a noun, now also a verb). This is a good time to mention that many occupations have subject specific vocabulary. Have students brainstorm words associated with different occupations and careers.
- demonstrate words that sound alike, but are written differently and have different meanings. Discuss how this makes no difference in speech, but how it can make a big difference in written communication. Have students give examples of such words and provide students with a list of commonly used homonyms.
- put a few commonly used homophones on the board such as bear, dive, junk, mean, etc. Ask students to give a definition for each word. After each definition, ask students if that word has another meaning. With student input, generate a list of commonly used homophones. Give students dictionaries and have them look up some of the less common words. This is a good time to remind students that when looking up a word in the dictionary, the first definition is not always the appropriate one.
- explain that there are words that are often confused because they sound almost the same, but that they have different meanings and many people use them incorrectly (e.g. assurance and insurance). See Appendix 1.8 for a sample list. There are a number of ways students can learn to identify those words – looking at prefixes, suffixes, root words, searching in the dictionary or thesaurus, or looking at the word's origins.
- stress that occasionally prefixes, suffixes, root words and root origins may not necessarily provide the correct meaning and students must be prepared to use dictionaries to find the correct meaning and usage of the word.
- provide students with the first paragraph of a very short, simple story. Children's stories work well for this. Using the paragraph, illustrate the concept of synonyms, words that have similar but not necessarily identical meanings (e.g., huge, large, big, wide, etc.) and give out a list of commonly used synonyms. As well, explain what a thesaurus is, and how it is used. Divide the class into small groups, and give each group a different paragraph from the same story. Ask them to replace all adjectives with a synonym. When finished, one person from each group will read their changes aloud. As a whole group, the class will discuss the impact of the synonyms on the story and its meaning.
- discuss the different levels of language and the various ways of saying the same thing depending on the audience. Have the students write three short notes on the same topic: one to a close friend, one to a sibling, and one to their employer.
- discuss the need for words that give the opposite meanings of words. These words must be more precise than just saying "not". For example, "small" is more precise than "not big" which could be little, tiny, minuscule, or petite. Give students a list of common adjectives, and have them brainstorm a list of common antonyms. The teacher can add to the list if necessary.

- ask the students to give a short form for someone's name. Ask why people use short forms. Explain that sometimes people do the same thing with words. Together with the students, produce a list of common contractions.
- provide the students with a selection of basic rules to assist with spelling. Among others, the teacher should include:
  - Every syllable in a word must have a vowel
  - The "i before e" rule
  - When to double a consonant when adding a suffix
  - How words are pluralized
  - How a silent "e" changes a short vowel into a long one
  - Words that must be memorized to be spelled correctly
- For some students, making up silly sentences helps them remember difficult spellings; e.g., physician: **P**eter **h**ad **y**our **s**ister's **i**ce **c**ream **i**n **a** **n**ibble. Students may do this activity for as many words as they need, but too many will lead to errors. Students who wish to use this method should keep their silly sentences in the other information section of their Personal Dictionaries.
- Use the Jigsaw method (see Appendix 1.13) to assign follow up activities on the various aspects covered in this activity. You will need three home groups with eight students per group. Ensure that students are using the resource sheets and making the necessary corrections. Complete the Jigsaw process with information sharing. Use Appendix 1.15 to assess the activity.

Students will:
- Listen attentively.
- Work collaboratively with their peers.
- Ask questions for clarification.
- Complete assignments.
- Add information to their Personal Dictionaries.
- Comment on the benefits of clear communication in the workplace and the community in their Portfolios of Written Work.

## Assessment/Evaluation Techniques

### Formative Assessment

- Personal Dictionary entries to continue vocabulary growth and enrichment
- Informal teacher observation to make sure content is understood (see Appendix 1.16)
- Completed and corrected worksheets to verify that the students have improved their skills according to the new concepts being discussed
- Collaboration in groups for sharing and exploring ideas (see Appendix 1.15)
- Portfolio of Written Work entries

## Accommodations

- Preferential/strategic seating
- Peer tutor or help from the Special Education staff
- Additional time for completing worksheets
- Opportunity to use hand-held technological devices and computers to assist in completing worksheets
- Use of dual language dictionaries
- Enlarged print texts

## Resources

Grammar textbooks such as:

- Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt-Brace, 1999.
- Artman, John. *Slanguage Activities and Ideas on the History and Nature of Language*. New York: Crest Litho, Inc., 1980.
- Bunnell, Jean. *400 Words That Work: A Lifeskills Vocabulary Program*. Maine: J. Weston Walsh, Publisher, 1992.
- *Canadian Writer's Companion*. Toronto, Prentice Hall Canada, Inc., 1997.
- Cramer, Ronald L. *Building Concrete Writing Skills*. Michigan: The Instructor Publications, Inc., 1982.
- Elliott, Rebecca. *Painless Grammar*. New York: Barron's Educational Services, Inc., 1997.
- George, Jerry. *Good Grief! Good Grammar! A Basic (and Short) Guide to Standard English*. Markham: Pembroke Publishing, 1994.
- Grizzard, Mabel Youree. *Language Exercises revised* (9 workbooks). Texas: Stech-Vaughn Company, 1984.
- Hopper, Vincent F., Cedric Gale, Ronald C. Foote, and Benjamin W. Griffith. *Essentials of English*. New York: Barron's Educational Series, Inc., 1990.
- *Language Arts Survival Guide*. Toronto, Prentice Hall Canada, Inc., 1997.
- McFarlane, J.A. (Sandy) and Warren Clements. *Style Book 1996: A Guide to Language and Usage*. Toronto: Penguin Books, 1996.
- *Pacemaker's Passage to Basic English*. Scarborough: Globe Fearon (Prentice Hall Ginn), 1999.

Dictionaries and thesauri

Electronic dictionary and thesauri

**Websites**

- http://www.grammarlady.com/
- http://www.grammarnow.com/
- http://www.dailygrammar.com/
- http://andromeda.rutgers.edu/~jlynch/writing
- http://www.grammarbook.com/
- http://webster.commnet.edu/hp/pages/darling/grammar.htm
- http://www.edunet.com/english/grammar
- http://www.luther.bc.ca/~dave7cnv/cdnspelling/cndspelling.html
- http://www.web.net/cornerstone/cndeng.htm
- http://library.utoronto.ca/www/writing/books6.html
- http://www.kenevacorp.mb.ca.service.htm#Writing

Spelling textbooks

Reading Anthologies

Textbooks from other courses to use for spelling words

Lists of technical vocabulary, such as words used in computer technology, science, etc.

## Activity 5: Using Research Skills: Annotated Bibliography

**Time:** 100 minutes

### Description

This assignment will introduce students to the research skills required in other units, and other courses, strengthen reading skills introduced in Activity 3, and prepare students for the writing process to follow. In addition, students will use a variety of print and electronic texts, and make notes on the essential information from the sources they have selected. The final product, an annotated bibliography, will be compiled and edited on a word processor.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2c, 2d, 2e, 4a, 7b, 7g.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.01, RE1.02, RE1.04, RE2.05, RE4.01, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR1.04, WR2.03, WR3.01, WR3.02, WR4.01, WR4.02, WR4.03, WR4.05, WR5.02, WR5.03, WR5.04.

### Planning Notes

- Topics for research should be cross-curricular, workplace, or community oriented. Consider the following options:
  - Research a current topic for an assignment for another course.
  - Research a particular job or career choice.
  - Research the life of a saint or of a biblical figure, or an aspect of the Catholic Church such as a local parish, missionaries in the world, or the Vatican.
  - Research a local hero, or event.
- It is necessary to book the Library/Resource Centre and the Computer Lab for the full time required by this activity so that all students will have access to word processing equipment.
- The teacher should collect samples of annotated bibliographies to show students prior to the start of their research, and consult with the teacher/librarian to ensure that students are shown how to use electronic card catalogues to find topic-related materials.
- The teacher should refer to students' IEPs in order to make necessary accommodations and/or modifications.

### Prior Knowledge Required

Students will:

- be aware of different reading methods needed for research such as skimming and scanning;
- be familiar with computers and be able to use a variety of sources for research;
- be aware of the Library/Resource Centre rules and regulations;
- be aware of the school board protocol for Internet use and be prepared to abide by it;
- be familiar with the word processing software available in the school.

### Teaching and Learning Strategies

- The teacher will remind students of the school board protocol regarding proper Internet and computer use.
- The teacher will provide an example for each source to be used and explain the content and format of the annotations required for this assignment.
- Students will choose a topic based on the requirements outlined by their teacher.

- Students will skim a variety of resources on their topic, make notes, and select a few sources for closer examination.
- Students will clearly identify each resource selected based on the samples provided by the teacher (e.g., from the Ontario Modern Language Association, American Psychological Association, etc.).
- Students will write three-to-five sentence long descriptions of the reference, directly beneath the appropriate bibliographical entry. Annotations should outline the contents of the resource, and consider its usefulness for potential research assignments.
- Students will use both electronic and print texts in their entries (the teacher may stipulate the number of books, magazines, websites, and articles required for the assignment).
- Students will type, revise, and edit their work on a word processor using spelling and grammar checkers.
- Students will organize their entries in a logical order (e.g., alphabetical, or categorical).
- The teacher will observe and monitor the progress and direction of student activity.
- Students will share their annotated bibliographies with their classmates.
- In their Portfolios of Written Work, students will comment on the ease/difficulty of their research and suggest ways to improve it next time.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation to ensure everyone understands the assignment (see Appendix 1.16)
- Teacher-designed checklist to assess research skills and annotated bibliography
- Portfolios of Written Work entry
- Personal Dictionary entries

## Accommodations

- Assistance with organizational skills
- Dual language dictionaries
- Peer assistance with word processing as required

## Resources

Newspapers, magazines, and journals

CD-ROMs

Word processing software

Internet

Printed research materials such as textbooks, biographies, encyclopedia, etc.

## Activity 6: The Writing Process: A Five-step Plan

**Time:** 240 minutes

## Description

In this activity, students will examine and practise the five step writing process. They will familiarize themselves with the basic format of the paragraph, the different reasons why people write and the different types of writing they do, e.g., narrative, descriptive, opinion, persuasive, technical, instructive, letter writing, note making/note taking, etc. They will also discuss the writer's need to be aware of the intended audience. Students will use the various skills covered in the first four activities to edit, and revise their work, showing an understanding of the conventions of Standard Canadian English.

## Strand(s) and Expectations

**Ontario Catholic Graduate Student Expectations:** 2a, 2c, 2d, 2e, 3b, 4a, 4b, 5a.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.04, RE4.02, RE4.04, WR1.01, WR1.02, WR1.03, WR2.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR5.01, WR5.02, WR5.03, WR5.04.

## Planning Notes

- This activity is formative in nature. Summative assessment will take place when the skills introduced here are used in subsequent units.
- This activity is designed to improve the students' writing by increasing their knowledge of the style and purpose for writing.
- The teacher will collect and collate material on writing as a process, to be used to prepare lessons.
- Students will be reminded to use the Gospel values of honesty, kindness, generosity, respect, and self-control when working as a team, sharing information and helping one another improve basic skills.
- The teacher will explain the need for positive feedback and suggestions for improvement and provide students with checklists to use in peer and self-editing activities.
- The teacher will provide sample paragraphs and templates for the different types of writing, e.g., descriptive, narrative, opinion, persuasive, technical, instructive, letter writing, note making/note taking, etc.
- Collect samples of real-estate ads, travel brochures, greeting cards, diaries, journals, and narratives for students to examine.
- In planning these lessons, the teacher should ensure that the material is presented such that all types of learners benefit – auditory, visual, and kinesthetic.
- The teacher will ensure that students are familiar with the word processing programs available in the school, and book time in the Library/Resource Centre and Computer Lab for the writing portions of the activity. The teacher ensures that technical help is available to the students.
- The teacher will inform students about access to computers in other locations such as the Public Library/Resource Centre or Internet Cafes where students can use the technology outside of school hours. It is important to remind students of the dangers of unrestricted Internet access, and the costs involved using Internet Café computers.
- The teacher will check any students IEPs to ensure that all necessary accommodations and/or modifications are made for these students and any others who may require such assistance in order to be successful in the course.

## Prior Knowledge Required

The student will:

- know the difference between a sentence and a paragraph;
- be aware of the school board's protocol for Internet use and be prepared to abide by it;
- be familiar with the computer software available in the school for word processing;
- be able to make simple diagrams to list ideas for writing, e.g., tree diagrams, word lists, and mappings, as taught in previous English courses;
- have completed the classroom activities on the conventions of Standard Canadian English.

## Teaching/Learning Strategies

The teacher will:

- lead a discussion on what sort of things people write in their daily lives, e.g., lists, notes, memos, letters, reports, explanations, directions, diaries and journals, etc.
- discuss the way written material is transmitted from one person to the next, e.g., newspapers, books, magazines, e-mail, letters, etc.
- discuss how different types of writing are necessary to convey different types of information, e.g., poems are used in greeting cards; descriptive paragraphs are used in real estate ads and travel brochures, narrative paragraphs are used to tell stories and provide factual information.
- provide students with copies of a variety of the above materials to examine and share their opinions on the writing styles and formats.
- give students samples of each of the main types of writing that will be done in the activity: descriptive, explanatory, opinion, narrative, etc. These samples may be student-generated, from exemplars from other courses, or they may be selected from literary sources, newspapers, brochures, etc.
- teach a lesson explaining the actual five-step writing process – brainstorming for ideas, writing, peer conferencing and editing, revising, and publishing. See Appendix 1.9. The purpose for each step should be stressed with particular care being given to the fact that revising is more than copying it out again in your best handwriting or typing it.
- give the students a template to explain the format of a good paragraph – topic sentence, body with support, closing sentence. The idea of a hamburger works well. The top and bottom buns represent the topic and closing sentence. The meat and condiments represent the body of the paragraph. Only things that belong between the buns should be in the hamburger just like only relevant information should be between the topic and closing sentences.
- stress that the opening and closing sentences in a paragraph or the opening and closing paragraphs in an essay should reflect one another to ensure the coherence of the piece.
- discuss the need for clear, coherent, concise, creative, and correct writing.
- show students two paragraphs written on the same topic, one should be well written, the other one poorly done. Discuss why one paragraph is better than the other one.
- give students copies of poorly written paragraphs (narrative, instructional, etc.). As teams, students will examine each paragraph and discuss what could be done to improve it. Students will rewrite the paragraphs and as a group the class will examine the corrected paragraphs.
- have students examine the sample paragraphs given at the beginning of the activity. Using the descriptive paragraph first, have students write a similar paragraph.
- following the steps outlines in the writing process, have students peer conference, edit, and revise their paragraphs.
- provide students with the opportunity to write, and revise at least two other types of paragraphs. Revised paragraphs should be placed in the Portfolios of Written Work.
- examine with the class the current formats used for informal and formal letters and the parts of the letter: writer's address, date, inside address, salutation, body, complimentary closing and signature. Show students samples of different formal and informal letters.
- have students write two letters, one personal or friendly, the other formal or business. To be effective, the letters should be real for the students. Suggestions could be a letter to a friend or classmate, a letter applying for a part-time job, or a letter asking information about a new product or service. Remind students to use the level of language best suited to their audience and purpose for writing.
- explain the purpose of self and peer editing and the use of checklists to evaluate the effectiveness of one's own writing and that of a peer (see Appendices 1.10, 1.11).

- stress the need to check writing for spelling, grammar, punctuation, or word usage errors prior to the conferencing stage and again during revisions.
- once students understand the basics of paragraph production, discuss multi-paragraph-writing assignments such as essays and reports that are done regularly in other courses as well as in the workplace.
- emphasize the importance of planning, brainstorming, outlining, and following each step of the writing process for all formal writing assignments.

Students will:

- make notes of the information provided by the teacher.
- collect sample paragraphs to be used as models and keep these in their personal dictionaries..
- complete all assignments given by the teacher.
- update their personal dictionaries with new words and expressions.
- participate in self-editing and peer-editing using checklists provided by the teacher.
- share observations and comments with sensitivity to the feelings and needs of others.
- have the opportunity to participate fully in each stage of the writing process.
- have the opportunity to use electronic aids to assist with the writing process.
- in their Portfolios of Written Work, students will comment in writing on the need to revise and edit written work, and why this can be critical in the workplace.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation to ensure participation in all activities (see Appendix 1.16)
- Teacher-student conferences to discuss the material and provide assistance
- Peer conferences for sharing ideas
- Peer-editing checklists to assist others with the writing (Appendix 1.11)
- Self-editing checklists for reflection on the writing (Appendix 1.10)
- Paragraphs assessed using the Paragraph Rubric (see Appendix 1.3)
- Letters assessed using the Letter Rubric (see Appendix 1.4)
- Completed paragraph assignments to show an understanding of the concepts learned

### Summative Evaluation

- Personal Dictionary entries using Personal Dictionary Rubric (see Appendix 1.17)
- Portfolio of Written Work entries according to Rubric (see Appendix 1.18)

## Accommodations

- Preferential/strategic seating
- Peer tutor or help from Special Education staff or Computer Technician
- Enlarged print texts
- Dual language dictionaries
- Alternative notes

## Resources

Books on how to teach writing as a process such as:

> Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt-Brace, 1999.
>
> Withington, Janice J. *Genres of Literature*. Thematic Study Guides and Bibliographies. California: Good Apple, a Division of Frank Schaffer Publications, 1996.

Pre-selected sample paragraphs
Computers and the necessary software for word processing
Samples of personal and business letters, reports, resumes, etc.

**Websites**

http://andromeda.rutgers.edu/~jlynch/writing
http://www.luther.bc.ca/~dave7cnv/cdnspelling/cndspelling.html
http://www.web.net/cornerstone/cndeng.htm
http://library.utoronto.ca/www/writing/books6.html
http://www.kenevacorp.mb.ca.service.htm#Writing

## Appendix 1.1

### Reading Comprehension Activity

Name:

Read the following passage, and answer the questions that follow.

The little brown bat's radar warns him that there are several juicy moths ahead. He swoops towards them, and suddenly a child screams. Why? Because for centuries, the harmless little brown bat has both frightened and fascinated people everywhere.

For several centuries, bats have been associated with terrifying legends of vampires and witchcraft. According to folklore, the vampire leaves its grave at sundown, assumes the shape of a bat, and flies around the countryside searching for victims to slake its thirst for human blood before returning to its coffin at sunrise. Tomb bats, nocturnal insect eaters found by the thousands in the old abandoned castles of Europe probably contributed to this myth.

The legendary, cruel exploits of Vlad Dracule, an eastern European tyrant also called Vlad the Impaler, led to Bram Stoker's creation of the novel, ***Dracula,*** and further joined the poor little bat to the tales of the un-dead.

Similarly, witches and warlocks also contributed to the bat's bad reputation. Long affiliated with Satan and his minions, these so-called servants of evil were said to use bats in magic potions designed to reap vengeance on their enemies and force the innocent to do the devil's bidding. Bats are one of the primary symbols of the feast of darkness, Halloween.

Because of this misinformation, humanity has come to fear a useful and necessary creature. In a single night, the little brown bat, native to much North America, including eastern Ontario eats half its weight in insects and pollinates several species of flowers and trees.

S. Matthews

**Vocabulary**

In your own words, explain the meaning of the words underlined in the text:

swoops, fascinated, terrifying, folklore, assumes, slake, nocturnal, exploits, affiliated, minions, primary, misinformation, humanity, native.

### Comprehension Questions

Please answer in complete sentences.

1. Why did the child scream?
2. What is a vampire?
3. Explain two things that contributed to the myth of bats and vampires.
4. Why are bats used as symbols at Halloween?
5. How are bats useful?
6. In what way has the information provided affected the way you view bats?
7. Who would be the people who would most benefit from this information about bats?
8. Bats are an endangered species. If there were a bat flying around in your bedroom, what would you do to rescue it?

## Appendix 1.2

### Grammar Skills Review

Name:

1. Correct the following sentences. Errors include missing capital letters, and punctuation.
   - ontario quebec and alberta are all canadian provinces
   - mary told me about the accident but who told you
   - look out
   - havent you done any work yet peter
   - my sister joan lives in lancaster we live in cornwall

2. Follow the instructions beside each word to give the required answer (synonyms mean the *same thing*, homonyms *sound the same* and antonyms *mean the opposite*).

| | | |
|---|---|---|
| • prevent | (synonym) | ____________________ |
| • repair | (antonym) | ____________________ |
| • pray | (homonym) | ____________________ |
| • sense | (homonym) | ____________________ |
| • expensive | (antonym) | ____________________ |
| • inn | (synonym) | ____________________ |

3. Circle the subject and underline the verb in each sentence.
   - Your note about the party didn't give the time.
   - Mike and Shelly drove to Toronto.
   - There were many people at the convention.
   - Near the house on the corner stands an old pecan tree.
   - My cousin, Tommy, fell out of the tree and broke his arm.

4. Identify the parts of speech in the following sentences using the abbreviations given: noun (N), verb (V), adjective (ADJ), adverb (ADV), article (AR), conjunction (C) preposition (P), and pronoun (PRO).
   - He stirred the pudding constantly, but it still scorched on the bottom.
   - Slowly the huge bear climbed the steep cliff and disappeared into the cave.
   - When is Mary's birthday?

5. Classify each of the following sentences as simple, compound, or complex.
   - Bring me a glass of wine. _________________
   - Ellen always writes letters that are interesting. _________________
   - My best friend is a hockey player, but I am good at soccer. ____________________
   - When I start something I enjoy, I always manage to get it finished. _________________
   - In early days, girls didn't have the opportunity to go to school. ____________________
   - James loves hamburgers, and I love hot dogs. ________________________

## Appendix 1.2 (Continued)

6. The following sentences do not make sense the way they are written. Correct them.
   - Yesterday I found a green boy's bathing suit
   - I packed a lunch in a basket and ate it at the beach.
   - We couldn't see nothing through the fog.
   - Me and Harry seen Tom at the concert.
   - Have you wrote to your sister?
   - That is the most large pig I have ever seen.

7. Select the correct word to fill in the blank and underline it.
   - Who is the (principal, principle) of this school?
   - (There, they're, their) are (to, two, too) many accidents (dew, due) (too, to, two) bad driving.
   - Did you (hear, here) the (wrap, rap) at the door?
   - Mary looked (pail, pale) when she heard about the (bare, bear) at the (peek, peak,) of the hill.

8. Combine the following sentences into one sentence.
   - The children are triplets. The children belong to Mrs. Howard. They are boys. They have red hair: They have freckles on their noses.
   - My father enjoys fishing. My father goes fishing early in the morning. My father fishes for trout. My father goes fly-fishing. My father does this every sunny Saturday morning. My father goes fishing alone.

9. Complete the following passage by filling in the blanks with the best word from the list provide:
   freedom, defeated, Napoleon, confiscated, Americans, threat, deserters, soldiers, Canada, choice, ambassador, ships, armies

   In 1812 the British, whom the Americans had ________________ in the Revolutionary War, were once more a ___________________ to the Americans. Britain had gone to war with France, governed by the Emperor _________________ to prevent his conquest of Europe. In order to do this, the British attempted a trade embargo on France. American ___________ were stopped and ___________________ because they were believed to contain British ___________________ as well as provisions for Napoleon's ______________. Despite numerous complaints from the American _______________ to Britain, the British refused to stop harassing the _________________. In the end, the Americans had no _______________ but to declare war on Britain and her colonies including ________________. No _________________ were sent to Canada, but the colonists were only too happy to fight for their __________________.

S. Matthews

## Appendix 1.2 (Continued)

10. Select one of the following topics, and write a paragraph about it. Give your paragraph a suitable title.
    - My bedroom is a mess.
    - How to make the world's best snack.
    - The way you dress tells a lot about you.

11. Using correct letter format taught in previous English courses, write one of the following letters.
    - A letter to a friend describing your new classes.
    - A letter to your employer requesting a change in your work schedule.
    - A letter to apply for a job after school.

## Appendix 1.3

### Paragraph Rubric

Name:

| Criteria | Limited<br>Level 1 | Some<br>Level 2 | Considerable<br>Level 3 | Thorough<br>Level 4 |
|---|---|---|---|---|
| **Knowledge/Understanding**<br>Topic sentence effectively introduces the paragraph. | | | | |
| Sentences in the body are on topic. | | | | |
| Transition words are used to link the sentences in the body to the topic sentences. | | | | |
| Closing sentence effectively concludes the paragraph. | | | | |
| **Thinking/Inquiry**<br>A variety of sentence types are used in the paragraph (simple, compound, complex). | | | | |
| Ideas are arranged in a logical order. | | | | |
| The paragraph demonstrates thought and reflection. | | | | |
| **Communication**<br>The meaning of the paragraph is clear. | | | | |
| The paragraph shows creativity. | | | | |
| The paragraph is concise. | | | | |
| **Application**<br>The paragraph shows an understanding of the rules of grammar and punctuation. | | | | |
| The paragraph shows a grasp of spelling and word knowledge. | | | | |
| The paragraph makes real-life connections as a means to communicate information. | | | | |

## Appendix 1.3 (Continued)

### Additional Criteria for Multi-Paragraph Assignments

| | | | | |
|---|---|---|---|---|
| The introductory paragraph introduces the topic and the approach that will be used to discuss it. | | | | |
| The other paragraphs in the body are linked to the introductory paragraph and the topic. | | | | |
| The concluding paragraph sums up the topic and ends the work by tying up all the loose ends. | | | | |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

## Appendix 1.4

### Letter Rubric

Name:

| | Limited Level 1 | Some Level 2 | Considerable Level 3 | Thorough Level 4 |
|---|---|---|---|---|
| **Knowledge/Understanding**<br>The correct style – formal/business, friendly/personal was used. | | | | |
| The letter format is appropriate to the type of letter required (inside address, date, salutation, complimentary closing, and signature). | | | | |
| The body of the letter showed a distinct introduction, topic information and conclusion. | | | | |
| A good variety of sentences were used in the paragraphs of the letter. | | | | |
| Necessary transition words were used in the body of the letter. | | | | |
| **Thinking and Inquiry**<br>The gist of the letter is well organized and insightful. | | | | |
| The topic was presented in a logical order. | | | | |
| The topic was approached using creativity to catch the reader's attention. | | | | |
| **Communication**<br>The letter was clear and the message easily understood. | | | | |
| The level of language was appropriate to the receiver. | | | | |
| Technical language was used correctly when required. | | | | |
| All necessary information was readily available (phone numbers, times, dates, etc.). | | | | |

| | | | | |
|---|---|---|---|---|
| **Application**<br>Connections have been made between how to write a letter and the workplace or the community depending on the style of the letter. | | | | |
| There is evidence that all stages of the writing process were used. | | | | |
| The work is free of spelling and grammar errors. | | | | |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

## Appendix 1.5

### our father

our father who art in heaven hallowed be thy name thy kingdom come thy will be done on earth as it is in heaven give us this day our daily bread and forgive us our trespasses as we forgive those who trespass against us lead us not into temptation but deliver us from evil amen

### Our Father

Our Father, who art in heaven, hallowed be Thy name, Thy kingdom come, Thy will be done, on earth as it is in heaven.

Give us this day our daily bread, and forgive us our trespasses as we forgive those who trespass against us. Lead us not into temptation, but deliver us from evil. Amen.

## Appendix 1.6

### Sample List of Regular Verbs

| Verb | Present Tense | Past Tense | Past Participle |
|---|---|---|---|
| to walk | walk | walked | walked |
| to visit | visit | visited | visited |
| to follow | follow | followed | followed |
| to talk | talk | talked | talked |
| to add | add | added | added |
| to divide | divide | divided | divided |
| to work | work | worked | worked |
| to miss | miss | missed | missed |
| to turn | turn | turned | turned |
| to laugh | laugh | laughed | laughed |
| to dance | dance | danced | danced |
| to send | send | sent | sent |
| to bend | bend | bent | bent |

### Sample List of Irregular Verbs

| | | | |
|---|---|---|---|
| to see | see | saw | seen |
| to take | take | took | taken |
| to go | go | went | gone |
| to eat | eat | ate | eaten |
| to come | come | came | come |
| to run | run | ran | run |
| to give | give | gave | given |
| to do | do | did | done |
| to know | know | knew | known |
| to grow | grow | grew | grown |
| to fall | fall | fell | fallen |
| to write | write | wrote | written |
| to drink | drink | drank | drunk |
| to sing | sing | sang | sung |
| to ring | ring | rang | rung |
| to break | break | broke | broken |
| to speak | speak | spoke | spoken |
| to choose | choose | chose | chosen |
| to freeze | freeze | froze | frozen |

| | | | |
|---|---|---|---|
| to throw | throw | threw | thrown |
| to blow | blow | blew | blown |
| to fly | fly | flew | flown |
| to draw | draw | drew | drawn |
| to begin | begin | began | begun |
| to bring | bring | brought | brought |

**Future Tense:** To conjugate the future, you use the present tense plus the helping verb will/shall (I shall cry. He will sing. You will dance)

## Appendix 1.7

### Outlining For Reading Comprehension and Note Making

Outlining is a simple step-by-step approach to making notes and thus increase reading comprehension. The steps are as follows:

1. Read the title of the story or the heading on the paragraph if there is one.
2. Read the first paragraph.
3. Write down the main idea in the paragraph. (Hint: look for the topic sentence.)
4. Write down the main idea as a title.
5. In point form, write down the information that supports the title you have given the paragraph.
6. Does the information in the first paragraph relate to the title of the story or the heading of the paragraph? If so, how does it do this? Write out your answer.
7. Proceed to the next paragraph and repeat steps 3, 4, and 5.
8. How is the second paragraph linked to the first? Write out your answer.
9. Continue this way until you have finished reading the entire selection and your notes are complete.

Example:

**Humanity's Best Friend – the Cat?**

In ancient Egypt, cats were accepted and revered because of their excellent mousing skills. Grain was kept in the temples, and the temple priests, who truly appreciated the cat's abilities, consecrated the felines to the goddess, Bast, who represented abundance and life, and was depicted with the head of a cat. Tomb paintings from as early as 1600 BC show cats in a variety of settings; some are tied to chairs with jewelled collars and leaches, others are being fed fish or fowl. When a cat died, the animal was mummified and placed in a tomb along with mummified rodents intended as food for it in the afterlife. The owner and his family would shave their eyebrows as a sign of mourning. The Egyptian penalty for killing a cat was death! One story has it that a visiting army was able to conquer a city by arming its soldiers with cats; no one would shoot at them for fear of harming the animals.

S. Matthews

**Outline:**

- The title tells us that cats are man's best friends.
- The paragraph is about how important cats were in Egypt.

**Cats were very important in Ancient Egypt**

  - They kept the mice from eating the grain.
  - They were sacred to the goddess, Bast
  - They were well treated and well fed by their owners.
  - Their bodies were preserved when they died.
  - The owners would mourn for their cat publicly by shaving their eyebrows.
  - The penalty for killing a cat was death.
  - An army conquered a city because no one wanted to kill the cats it carried.
- The paragraph relates to the topic because it explains why and how cats were important to the Egyptians. The story of the conquering army proves how serious the Egyptians were about cats.

## Appendix 1.8

### Sample Words that Confuse

**(Remember to look at prefixes, suffixes, and root words.)**

Affect (to influence) – effect (result)

Allusion (reference) – illusion (false perception, a trick) – delusion (false belief)

Assure (to set a person's mind at ease) – insure (to guarantee life or property against harm) – ensure (to secure from harm)

Avoid (shun) – prevent (stop) – avert (turn away)

Between (used when referring to two people, places, or things) – among (used when referring to more than two people, places, or things)

Complement (something that completes) – compliment (an expression of praise)

Contagious (transmittable by contact) – infectious (capable of causing infection)

Eminent (important) – imminent (soon to happen)

Imply (to hint or suggest) – infer (to draw a conclusion based on fact)

Latter (the second of two things) – later (at another time)

Older (refers to persons and things) – elder (refers only to people)

Oral (refers to what is spoken, said aloud) – verbal (refers to both spoken and written words)

Persecute (to oppress or harass) – prosecute (to take someone to court for a crime or other legal action)

Piteous (pathetic) – pitiable (sad, regretful) – pitiful (inferior, insignificant)

Principle (basic law or truth) – principal (chief)

Quite (very) – quiet (hushed)

Raise (to move upward; to breed) – rear (the back; to bring up a child) – rise (to go up, to ascend)

Sit (to rest) – set (to place, to put in place)

Stationary (that cannot move) – stationery (paper and envelopes)

Tasteful (proper in a social setting) – tasty (having a pleasant flavour)

## Appendix 1.9

For the Writing Process to be successful, it is essential that students understand the need for each of its steps. As well, they must be given clear indicators as to how the written work will be assessed. Appendix 1.3 should be used as a standard for assessing all paragraphs. A separate category can be added to address a particular type of paragraph. Students should be provided with the checklist prior to beginning any and all written assignments. Appendix 1.4 should be used to assess letters with additional categories added according to the letter to be evaluated. Effort should always be made to connect writing to the workplace.

### WRITING AS A FIVE-STEP PROCESS

**Step 1: Brainstorming**

In this step, the students generate topics on which to write. Discussing a piece of literature, a topic, or a picture can do this. The teacher puts a list of broad topic suggestions on the board and then asks the students to elaborate on some or all of them. These ideas serve as the raw material from which the student will select an idea for the writing assignment.

**Step 2: Writing**

In this step, the students must do two things. First they make a simple outline of their proposed writing. With a paragraph, students are encouraged to write the topic sentence, three key points and the support for them, and the closing sentence. In an essay, this stage requires the writing of the introductory sentence, the thesis and the thesis blueprint, the supporting details for each thesis point and the conclusion.

The next thing to do is the rough draft of the writing assignment according to the outline. Because it is so much easier to correct, if possible, all actual writing should be done on a computer or word processor. When the first/rough draft is finished, students should examine it to make sure it is complete. The Author's Checklist for Self Editing (Appendix 1.10) can be used for this purpose, or the teacher may opt to develop another checklist more specific to each different writing assignment. When the students are satisfied that they have met the necessary criteria, they move on to Step 3.

**Step 3: Peer Editing/Conferencing**

In this step, students use a checklist to examine and assess each other's work (see Appendix 1.11). They then share their interpretations and ideas with the author. If time permits, more than one peer editing session may occur.

**Step 4: Revising, Editing, And Polishing**

After the students receive feedback from their peers, they work on correcting and improving their piece of writing. Student/teacher conferences should take place at this point. The teacher should encourage students to ask for advice with awkward sentences or to use the advice available electronically in word processing programs. Students should also be reminded to check for grammar, spelling, and punctuation errors at this point.

**Step 5: Final Draft/Publication**

When the students are satisfied with the quality of their writing and feel it is complete, they produce a final draft, and present it for evaluation. Writing is more meaningful if it has a real purpose and reaches a greater audience. The teacher should encourage students to share their writing efforts with others.

## Appendix 1.10

## Author's Checklist – Self Editing

### For Paragraphs

| Criteria | Yes | No |
|---|---|---|
| Have I given my written assignment a suitable title? | | |
| If my assignment has more than one paragraph, do all of the paragraphs relate to the topic? | | |
| If I have more than one paragraph, is there a clear introduction, body and conclusion to the work? | | |
| If I have more than one paragraph, are the paragraphs properly connected to each other and the topic with transitions? | | |
| Did I choose the best type of paragraph style for my topic? | | |
| Is the main idea in each paragraph clear and easy to understand? | | |
| Does my topic sentence introduce the main idea? | | |
| Do the other sentences in the paragraph support the main idea? | | |
| Are my sentences in logical order? | | |
| Have I used transition words to link the sentences to the topic sentence? | | |
| Have I used a variety of sentence types in each paragraph? | | |
| Have I used a variety of words instead of repeating the same ones all the time? | | |
| Does my closing sentence conclude my paragraph effectively? | | |
| Did I check my work for spelling, grammar, or punctuation errors? | | |
| Have I done what I set out to do in terms of the topic? | | |

### For Letters

| Criteria | Yes | No |
|---|---|---|
| Have I selected the right style of letter for my purpose (formal/business, personal/friendly)? | | |
| Have I used the right level of language for my letter? | | |
| Does my letter have a sender's address, the date, the inside address, the salutation, the complimentary closing, and the signature as required? | | |
| Is the layout of the letter in keeping with its style and purpose? | | |
| Does the first paragraph of my letter clearly introduce the purpose of my letter? | | |
| Do the subsequent paragraphs add the necessary information for the purpose of the letter? | | |
| Does the closing paragraph clearly state what the next step or follow up to the letter should be? | | |
| Have I given all necessary addresses, phone numbers, dates etc.? | | |
| Have I verified the spelling of and the names of those mentioned in my letter? | | |
| Is the letter free from spelling, grammar, and punctuation errors? | | |

# Appendix 1.11

## Peer Editing Checklist

| Criteria | Yes | No | Comment |
|---|---|---|---|
| The paragraph(s) was on topic. | | | |
| The paragraph(s) clearly showed an understanding of the topic. | | | |
| Paragraph(s) indicates insight and thought on the topic required. | | | |
| The topic sentence of the paragraph(s) effectively introduced the topic | | | |
| The body of the paragraph(s) has information to support the topic sentence. | | | |
| Information on the topic is incorporated efficiently into the body of the paragraph(s). | | | |
| Each sentence in the paragraph(s) has a transition word to link it to the topic. | | | |
| There are a variety of sentences used in the paragraph(s). | | | |
| Words used in the paragraph(s) are varied and not repetitive. | | | |
| There is a closing sentence that concludes the paragraph(s). | | | |
| There are no grammar errors that you can see. | | | |
| There are no punctuation errors or capitalization errors that you can see. | | | |
| Words are spelled correctly. | | | |
| If this is a multi-paragraph assignment, is there a definite opening paragraph and closing paragraph? | | | |
| In a multi-paragraph piece, are the paragraphs in the body on topic and relevant? | | | |
| Are multiple paragraphs linked with proper transition words? | | | |
| If the assignment is a letter, is it the right kind of letter for the topic it addresses? | | | |
| If this is a letter, is the layout correct and is all the necessary information clearly identified? | | | |

**REMEMBER: KEEP YOUR COMMENTS POSITIVE!!!!!**

# Appendix 1.12

## Teamwork And Group Dynamics

Working in groups, pairs, or teams, is not a new concept for students because they have been doing so ever since starting school, joining a group, or a sports' team, being involved in a community activity, holding down a part-time job, volunteering, or being a member of a family unit. This course profile includes a number of activities to be done in pairs or small groups. More and more, employers are emphasizing the need for strong interpersonal skills and an ability to work effectively as part of a larger group. Staff members are required to work together as a team to solve any number of problems, and the ability to work together collaboratively and efficiently must be learned and practised regularly. It is essential that all students understand the need to work proficiently and on-task within groups, and to learn to deal sensibly with their peers especially when they disagree. Here are some strategies that may help with group work in a classroom.

1. To select random groups, decide how many groups are needed, and how many members each group will have. Write the numbers 1-? as many times as required on small slips of paper. Students draw a slip of paper from a bag. All 1's form one group, 2' s form another and so on. Each member of the group is renumbered 1, 2, 3, 4, etc.
2. If the teacher is aware of personal relationships among students that may affect the group's ability to work together, he/she should monitor the group closely, or move some of the parties involved to other groups.
3. Always appoint a team leader for each group. The leader will assign individual tasks within the group. Select a random number for the person who will be team leader before the groups are formed.
4. Ensure that each class member has the chance to be team leader at one point or another throughout the course. Being team leader is not a position to be reserved for only the best students in the class.
5. Each group will select a secretary to record the group's discussions. Only the initials of the person speaking and a note of what he/she said are needed. All students should have the opportunity to be secretary. Students who use a scribe may do so when they are secretaries.
6. When a presentation is required, the group will select a spokesperson to present the material, but each group member must be ready to answer questions. Each class member should have the opportunity to be spokesperson.
7. The teacher should engage in roving conferences to ensure that all groups are on topic and focused.
8. The teacher should monitor closely groups where there appear to be difficulties. Every effort should be made to allow the team leader and group members to deal with the problems, but if need be, the teacher should arbitrate.
9. Prior to any group activity, the teacher should review the expectations. A suggested strategy for group work:

   **The Nine C's of Effective Group Work:.**

   - **Concentrate** on the task at hand.
   - **Co-operate** with the teacher and teammates.
   - **Collaborate** on the work to be produced by sharing ideas.
   - **Clarify** problems by discussing the issues or asking questions.
   - **Create** the assigned task by amalgamating all of the information presented.
   - **Conference** with the teacher or another group for help with the writing process.
   - **Communicate** the information to your peers.
   - **Complete** the self/peer assessment forms as required.
   - **Congratulate** one another on a job well done.

## Appendix 1.13

### The Jigsaw Strategy

The Jigsaw Strategy is a co-operative learning technique whereby students work in small groups and rely on each other to learn about a particular topic. Each student becomes an "expert" on some aspect of a particular topic, and then returns to a home group to teach fellow group members what has been learned.

**How it Works**

- The teacher divides the students into home groups.
- The number of group members is equal to the number of workstations prepared.
- Each group member visits a different workstation to learn and become an "expert" on the aspect of the topic at that particular workstation. Each workstation is based on a different aspect of the topic. Experts make/take notes on the information at their workstation which they take back to share with the home groups.
- When the workstation expert group is finished and the teacher is satisfied that students are indeed experts on their topics, the students return to their home group
- Each "expert" will share their knowledge and understanding of the aspect of the topic they have learned with the other group members, ensuring that each member of the home group fully understands the information presented. If there is a problem, the expert will ask the teacher to come to the home group to assist him/her with the presentation or to answer a specific question that may have arisen.
- Once each group member has shared his/her "expert" information on the topic, all group members should have an essential understanding of the information presented on each of the topics found at each of the stations.
- The activity ends with a class discussion on the topic and any follow up activities that the teacher has prepared.

**Note:** The teacher must visit each expert group and each home group to ensure information is being learned properly by the "expert" and being shared accurately with members of the home group.

## Appendix 1.14

### Group Work Checklist

| Criteria | Never | Sometimes | Mostly | Always |
|---|---|---|---|---|
| Member accepts his/her task without argument. | | | | |
| Member undertakes task promptly. | | | | |
| Member follows instructions. | | | | |
| Member remains on task and does not distract others. | | | | |
| Member works collaboratively with group, sharing ideas and listening to the opinions of other group members. | | | | |
| Member willingly accepts the opinion of the majority when the group challenges his/her assumptions. | | | | |
| Member communicates effectively without raising his/her voice and interrupting others. | | | | |
| Member encourages others to participate by inviting comments and opinions. | | | | |
| Member asks for and accepts help when needed. | | | | |
| Member completes assigned task on time. | | | | |
| Member demonstrates effort and a willingness to learn. | | | | |
| Member demonstrates tolerance and respect for other members of the group as well as other groups. | | | | |
| Member listens attentively to the presentations of others in order that all group members have the same opportunity to learn. | | | | |

# Appendix 1.15

## Jigsaw Group Activities Checklist

| Expert Group | Yes | No | Some | Comment |
|---|---|---|---|---|
| Participant showed a willingness to learn. | | | | |
| Participant showed a willingness to help others learn. | | | | |
| Participant listened attentively to the opinions of others. | | | | |
| Participant offered advice and opinions on the topic. | | | | |
| Participant stayed on task and encouraged others to do the same. | | | | |
| Participant made accurate notes based on the discussion in the group. | | | | |
| **Home Group** | | | | |
| Participant was prepared for his teaching from the expert group. He/she demonstrated a good understanding of the topic. | | | | |
| Participant's notes and information were clear and easy to follow. | | | | |
| Participant answered questions clearly. | | | | |
| Participant asked for help if required. | | | | |
| Participant listened attentively to the reports of other experts. | | | | |

## Appendix 1.16

### Informal Student Observation Sheet

| Student Names | Accepts tasks | Shares ideas | Stays on task | Respects others | Listens to others | Accepts decisions | Finishes work |
|---|---|---|---|---|---|---|---|
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**Key:**
**A:** always
**B:** sometimes
**C:** never

The teacher may wish to use this chart for formal teacher observations of group presentations.

## Appendix 1.17

### Personal Dictionary Rubric

Assessment #
Name:

| Criteria | Limited Level 1 | Some Level 2 | Considerable Level 3 | Thorough Level 4 |
|---|---|---|---|---|
| **Knowledge/Understanding**<br>Demonstrates an understanding of the format of the Personal Dictionary. | | | | |
| Understands the need to keep the Personal Dictionary up to date. | | | | |
| Understands the purpose for keeping a Personal Dictionary. | | | | |
| **Thinking/Inquiry**<br>Entries in the Personal Dictionary reflect thought and consideration. | | | | |
| Entries in the Personal Dictionary are appropriate and relevant. | | | | |
| **Communication**<br>Entries in the Personal Dictionary are clearly written and thorough. | | | | |
| Vocabulary used in defining words is appropriate and easily understood; definitions are clear. | | | | |
| The Personal Dictionary is organized in a logical fashion according to teacher instruction. | | | | |
| Sections are titled and suitably divided from one another. | | | | |
| **Application**<br>Unfamiliar words are spelled correctly. | | | | |
| There are no mechanical errors in the definitions in the Personal Dictionary. | | | | |
| Notes in the Language section of the Personal Dictionary are complete and free from error. | | | | |
| The Personal Dictionary shows signs of regular use. | | | | |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

COMMENTS:

## Appendix 1.18

### Portfolio of Written Work Rubric

Assessment #
Name:

| Criteria | Limited Level 1 | Some Level 2 | Considerable Level 3 | Limited Level 4 |
|---|---|---|---|---|
| **Knowledge/Understanding**<br>Understands the purpose of the Portfolio of Written Work. | | | | |
| Knows how to organize and keep the Portfolios of Written Work. | | | | |
| **Thinking/Inquiry**<br>Selected entries in the Portfolio of Written Work are complete and demonstrate thought and reflection. | | | | |
| Assigned questions in the Portfolio of Written Work are answered logically with evidence that the information was assessed and analysed. | | | | |
| **Communication**<br>Portfolio of Written Work is organized in a logical manner. Dates and topics are clearly identified. | | | | |
| Selected Portfolio of Written Work entries are written in complete sentences. | | | | |
| Selected Portfolio of Written Work entries are on topic and writer's opinion is clear. | | | | |
| Assigned questions are answered effectively and answers are easily understood. | | | | |
| **Application**<br>Portfolio of Written Work is up to date and complete. | | | | |
| An effort was made to keep mechanical errors to a minimum. | | | | |
| Portfolio of Written Work is neat and well kept. | | | | |
| The writer has used the Portfolio of Written Work as a forum for personal comments on issues and topics raised in class. | | | | |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Comments:

# Unit 2: Short Fiction

**Time:** 12 hours (including 5 from Unit 1)

## Unit Description

The short fiction unit will provide students with the opportunity to strengthen their essential reading and writing skills. Students will expand their vocabulary and extend their personal knowledge by exploring a variety of contemporary and other types of short fiction. By being introduced to the characteristics of the short story and the elements of plot, students will continue to develop their ability to locate information, identify main ideas, make inferences, and draw conclusions. Students will be encouraged to respond personally and creatively to the readings by reflecting on the social issues raised in the literary selections. In addition, students will improve their ability to communicate effectively in a variety of written forms by using supporting details from the short fiction and practising all steps of the writing process. This unit's culminating activity will require students to create and write a short fictional narrative. As with all units in this course, the content and activities will allow students to demonstrate their God-given potential as life-long learners.

## Strand(s) and Expectations

### Ontario Catholic School Graduate Expectations

CGE1a - illustrate a basic understanding of the saving story of our Christian faith;
CGE1c - actively reflect on God's Word as communicated through the Hebrew and Christian scriptures;
CGE1e - speak the language of life "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it" (Witnesses to Faith);
CGE1j - recognize that sin, human weakness, conflict and forgiveness are part of the human journey and that the cross, the ultimate sign of forgiveness, is at the heart of redemption (Witnesses to Faith);
CGE2a - listen actively and critically to understand and learn in light of gospel values;
CGE2b - read, understand, use written materials effectively;
CGE2c - present information and ideas clearly and honestly and with sensitivity to others;
CGE2d - write and speak fluently one or both of Canada's official languages;
CGE3b - create, adapt, and evaluate new ideas in light of the common good;
CGE3c - think reflectively and creatively to evaluate situations and solve problems;
CGE3d - make decisions in light of gospel values with an informed moral conscience;
CGE4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b - demonstrate flexibility and adaptability;
CGE4c - take initiative and demonstrate Christian leadership;
CGE4e - set appropriate goals and priorities in school, work and personal life;
CGE4f - apply effective communication, decision-making, and problem solving, time and resource management skills;
CGE5a - work effectively as an interdependent team member;
CGE5b - think critically about the meaning and purpose of work;
CGE5e - respect the rights, responsibilities, and contributions of self and others;
CGE5f - exercise Christian leadership in the achievement of individual and group goals;
CGE5g - achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE7b - accept accountability for one's own actions;
CGE7d - promote the sacredness of life;

CGE7f - respect and affirms the diversity and interdependence of the world's peoples and cultures;
CGE7g - respect and understand the history, cultural heritage, and pluralism of today's contemporary society;
CGE7j - contribute to the common good.

**Strand(s):** Reading Skills, Writing Skills

### Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources where appropriate.

### Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge and responding imaginatively (e.g., read a short story as a model for writing; read a magazine article on a topic of personal interest and report on the main ideas and details to a small group);
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points (e.g., skim texts to locate specific ideas; discuss the effectiveness of a reading strategy modelled by the teacher; assess the appropriateness of a reading strategy used during a guided reading session; compare reading strategies used by various students to read the same passage; identify their own strengths and weaknesses in reading and set goals for improvement);
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts (e.g., make judgements about a character's values based on implicit and explicit information in a short story; read a magazine article and discuss the perspective of the writer; chart explicit information about a character in a short story; state the main idea in an opinion piece and list supporting details; differentiate between fact and opinion in a magazine article);
RE1.05 - compare their own interpretations of texts with those of others (e.g., record responses to self-selected materials and share them with others in a small group; chart and compare various responses to the actions of a character in a novel; discuss different interpretations of the same text and suggest possible reasons for the differences; compare their own preferences for authors, genres, and topics with those of peers; explain how personal values and perspectives influence responses to and interpretations of texts);

RE2.02 - use knowledge of the elements of the short story, with an emphasis on events, character, setting, and theme, to understand and interpret short stories;
RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively (e.g., discuss how descriptive language helps create a mood in a short story or poem; explain how connecting words help clarify the sequence in a set of instructions; describe how precise technical words strengthen the message in an article about safety);
RE3.02 - explain how authors use simile, metaphor, personification, and foreshadowing to communicate thoughts, feelings, and information (e.g., explain the explicit comparison made in a simile and discuss how it adds to meaning; identify the implied comparison made in a metaphor and relate it to the theme of a poem; describe the use of literary devices such as hyperbole, personification, irony, and simile for impact or emphasis in texts);
RE4.01 - preview vocabulary before reading (e.g., skim and scan texts to identify unfamiliar words and look them up in a dictionary or glossary);
RE4.02 - use word-identification strategies while reading (e.g., sound out unfamiliar words; scan texts for key words; read ahead in the passage to find or deduce the meaning of an unfamiliar word or phrase; use root words, prefixes, and suffixes to determine the meaning of specialized vocabulary);
RE4.03 - use context to determine the meaning of unfamiliar words (e.g., use the surrounding information and vocabulary in a sentence or paragraph to deduce or infer the meaning of abstract or specialized words; use accompanying illustrations, diagrams, and charts to determine the meaning of unfamiliar words and phrases in a textbook);
RE4.04 - use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing (e.g., brainstorm approaches to a topic; use graphic organizers to connect and structure ideas; use charts and graphs as sources of information; identify key words to narrow a topic);
WR2.01 - demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays (e.g., write frequently on self-selected and teacher-assigned literary and general-interest topics in a variety of forms);
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience (e.g., use formal language in a short essay describing the theme of a novel studied; use the impersonal third person consistently in the summary of a report; use the first person in a friendly letter);
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types (e.g., compose a variety of single, compound, and complex sentences on a topic; alter the word order in sentences for emphasis and variety);
WR3.02 - organize sentences about a topic into coherent and unified paragraphs (e.g., use a topic sentence to state the main idea of a paragraph; use relevant details to develop the main idea; use a specific pattern, such as logical, chronological, or climactic order, to organize information in a paragraph);
WR3.03 - organize paragraphs into coherent and unified narratives, reports, letters, and short essays (e.g., maintain a consistent point of view in a narrative; use transition words to link paragraphs in a letter; state the controlling idea in the opening paragraph of a short essay);
WR4.01 - revise drafts to strengthen the content (e.g., use feedback from a partner to identify incomplete ideas or lack of details; read passages aloud to identify unnecessary or incorrectly placed information);
WR4.02 - revise the organization of drafts to improve clarity of thought and expression (e.g., use a highlighter to track the logical development of ideas; use a word-processing program to reorder sentences, paragraphs, or sections of a draft; combine simple sentences to show a clear relationship between ideas);
WR4.03 - revise drafts to improve coherence (e.g., signal transitions with appropriate transition words and phrases; check for consistency between the topic sentence and the concluding statement);

WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience (e.g., maintain consistent use of the impersonal third person in the summary of a report; check the use of the first person in a friendly letter; review the use of formal language in a short essay describing the theme of a novel studied);
WR4.05 - use print and electronic dictionaries, thesauri, and reference texts to select precise and appropriate vocabulary and find alternative phrasings for awkward constructions (e.g., select and use specialized vocabulary to clarify technical information and complex concepts);
WR5.01 - incorporate information from research into written work by using quotation marks and consistent documentation;
WR5.02 - describe and use strategies to edit, proofread, and correct written work (e.g., use peer feedback to identify errors in sentence structure and grammar; use spell checkers to flag possible spelling errors; replace incorrectly used homophones and homonyms);
WR5.03 - identify and use appropriate and effective techniques and formats to publish written work (e.g., word-process the final copy of a short story; edit and format a class anthology of effective student writing; add diagrams and charts to a report for a bulletin-board display);
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

- Grammar and Usage: Identify the rules of subject-verb and pronoun agreement and apply them correctly;
- Grammar and Usage: Identify and use correctly the principal parts of irregular verbs;
- Spelling: Identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors (e.g., use knowledge of word patterns, word families, root words, prefixes, suffixes, and syllabication to check spelling; use a variety of spelling references, such as dictionaries and spell checkers, to flag possible errors);
- Spelling: Spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns (e.g., check a dictionary for the correct spelling of abbreviations and technical terms);
- Punctuation: Identify the use of effective punctuation when reading and use punctuation correctly when writing.

## Activity Titles (Time + Sequence)

| | | |
|---|---|---|
| Activity 1 | “Nuts and Bolts”: Elements and Genres | 450 minutes |
| Activity 2 | “And the theme is … “ Theme | 90 minutes |
| Activity 3 | “The way I see it…”Point of View/Viewpoint | 90 minutes |
| Activity 4 | “It was a dark and stormy...” Setting and Atmosphere | 90 minutes |
| Activity 5 | “So what happened?” Summary and Plot | 120 minutes |
| Activity 6 | “Once upon a time...” Be the author | 180 minutes |

## Unit Planning Notes

- In addition to the 12 hours allotted for this unit, approximately five hours have been assigned for reinforcing the essential reading and writing skills covered in Unit 1 of this course. These hours are on going throughout the unit.
- The first activity includes the introduction to short fiction as well as time for the students to read and analyse six or seven short works of fiction to identify the characteristics and elements commonly found in them. Subsequent activities are interrelated, providing a detailed study focusing on one of the works of fiction and the characteristics it best displays.

- Activity 1 will not be completed until Activity 5 is finished; the quiz will be administered at that point.
- Prior to beginning the unit, the teacher will choose a well-known short parable and a short fable that will serve as a good introduction to the characteristics and elements of short fiction.
- Choose a variety of short stories that embrace Gospel values and ethics as well as Canadian cultural diversity, and represent different types of fiction such as fairy tales, fantasies, science fiction, Canadian myths, and regional Canadian legends.
- Promote a positive, encouraging environment where students can read silently without interruption, or will voluntarily take the risk to read aloud either alone or with others.
- Reserve the Library/Resource Centre and Computer Lab for the publishing and/or editing of the culminating activity.
- The teacher may wish to make arrangements in advance for the students to share their stories with the community, e.g., in a primary classroom, at a Senior Citizens' home, at a YM/YWCA children's playgroup, etc.
- Refer to the students' IEPs for suggested accommodations and/or modifications.

## Prior Knowledge Required

Students will:

- have had some experience reading short fiction in previous English courses;
- have had some experience in creative writing in previous English courses;
- have some knowledge of computers in order to use word processing software;
- be aware of school rules and regulations governing the use of computers and the Internet;
- be aware of Gospel values and ethics in order to work within those confines while responding creatively to the unit.

## Teaching/Learning Strategies

- Teacher-led Socratic lessons
- Small group and individual oral, guided, paired, silent, taped and teacher-modelled reading
- Teacher led class discussions on the content, theme, etc. of the fiction studied
- Note taking and note making
- Brainstorming
- Portfolio of Written Work
- Personal Dictionary
- Writing/editing/revising as a process
- Student-teacher conferencing
- Peer conferencing
- Collaborative learning
- Word-processing
- Use of technological aids for editing

## Assessment and Evaluation

### Formative Assessment

- Portfolio of Written Work entries
- Personal Dictionary entries
- Conferences to provide feedback on writing
- Teacher-provided rubrics or checklists to assess individual activities
- Informal teacher observation of students during the various activities

- Checklist for Group Work (see Appendix 1.14)
- Peer editing checklist (see Appendix 2.2)
- Quiz on the characteristics and elements of short fiction

**Summative Evaluation**

- Short Fiction Rubric (see Appendix 2.3)
- Portfolio of Written Work Rubric (see Appendix 1.18)
- Personal Dictionary Rubric (see Appendix 1.17)

## Accommodations

- Preferential/strategic seating
- Dual language dictionary
- Peer tutor or Special Education assistance to complete assignments
- Graphic organizers to assist with culminating and other assignments
- Assistance with organizational skills
- Review time management techniques
- Flexible timelines and assignment length
- Alternate location for writing quiz
- Enlarged print texts

## Resources

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

*New Jerome Biblical Commentary* and other such books available from the Religion Department

Contemporary short story anthologies which reflect the diversity of Canadian culture such as:

> Barry, James, et al. *Coast to Coast*. Scarborough: Nelson, Canada, 1995.
>
> Barry, James, et al. *Laugh Lines*. Scarborough: Nelson, Canada, 1993.
>
> Barry, James, et al. *On the Edge*. Scarborough: Nelson, Canada, 1994.
>
> Borovilos, John. *Breaking Through, A Canadian Literary Mosaic*. Scarborough: Prentice Hall, Canada Inc., 1990.
>
> Hancock, Geoff, ed. *Silver Anniversary Anthology: Canadian fiction Magazine*. Kingston, Ontario: Quarry Press Inc., 1997.
>
> Hannon, Ed, et al. *Canadian Experience in Perspective*. Toronto: Harcourt Brace, Canada Inc., 1994.
>
> Saliani, Don. *The Environment: Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.
>
> Salani, Don. *Immigrant Experiences: Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.
>
> Terpening Jon. *Science in Literature: Exploring Fiction, Poetry and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.
>
> Tuinman, Jaap, et al. *Breaking Ground*. Toronto: Ginn, 1992.

Dictionaries and thesauri

Computer software

Anthologies of children's literature that include fables and fairy tales

Short story magazines such as:
*Story Magazine*. Story Press, Cincinnati, Ohio.
*Storyteller: Canada's Short Story Magazine.* Tyo Communications, Kanata, Ontario.
Magazines for writers including:
*Writer's Digest*. F&W Publications, Cincinnati, Ohio.
*Writer's Journal*. Val-Tech Media, Perham, Minnesota.
Taped short stories (teacher-produced)
Public domain videos of short stories, etc.

## Activity 1: "Nuts and Bolts": Elements and Genres

**Time:** 450 minutes

### Description

The purpose of this activity is to review and further explore the characteristics of short fiction as well as to the elements of plot, character, setting, theme, point of view, conflict, suspense, foreshadowing and irony. Students will read and discuss a variety of short works of fiction. Students will use their Portfolios of Written Work to respond and react to the short fiction they read and they will continue to add new vocabulary and terminology to their personal dictionaries. Students will write a teacher-prepared quiz on the characteristics and elements of short fiction.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1a, 1c, 1e, 1j, 2a, 2b, 2c, 2d, 3b, 3c, 3d, 4a, 4e, 4f, 5b, 5e, 5f, 7b, 7f, 7g, 7j.

**Strand(s):** Reading and Writing

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03.

**Specific Expectations:** RE1.01, RE1.02, RE1.04, RE1.05, RE2.02, RE3.01, RE3.02, RE4.02, RE4.03, WR1.01, WR2.01, WR2.03, WR3.01, WR3.02.

### Planning Notes

- The 450 minutes allocated to this activity will cover all the time necessary for reading the short fiction in this unit. The reading will be done in stages with Activities 2 to 5 being completed prior to the quiz for Activity 1.
- Choose a variety of short fiction for students to read, including a parable and a fable, as well as a choice of fairy tale, fantasy, science fiction, Canadian myth, regional/Canadian legend, romance, etc., and be prepared to explain and discuss the characteristics and elements of each work selected. Short fiction used in this activity should reflect the diversity of Canadian culture.
- Prepare overheads or handouts explaining the general characteristics and elements of a short story.
- Collect samples of short fiction to have in the class for students to read if they finish activities ahead of others.
- Design a quiz on the characteristics and elements of short fiction to be given at the end of Activity 5.
- Reserve time in the Library/Resource Centre and Computer Lab for publication of the culminating activity and use during other activities as needed.
- Build in time for the students to follow the steps of the writing process in each of the activities that follow.

- Promote a positive, encouraging environment where students will read silently without interruption, or voluntarily take the risk to read aloud either alone or with others.
- Refer to the students' IEPs in order to make the necessary accommodations and/or modifications.

### Prior Knowledge Required

Students will:

- have some experience in reading short stories in prior English courses;
- be aware that short stories, by their nature, are works of fiction;
- understand that there are different types of short fiction including parables, fables, fairy tales, adventure, mystery, and science fiction;
- have some experience discussing the elements of a short story in a very general context;
- have some experience using a Portfolio of Written Work;
- understand the importance of adding to their Personal Dictionary.

### Teaching/Learning Strategies

- The teacher will review the different methods people use to learn new information and skills (seeing it done, hearing about it, doing it themselves) as they apply to the reading process (following along when someone else is reading, reading it themselves either aloud or silently, making notes of key points to remember).
- The teacher will review the concept and use of a Portfolio of Written Work. Each assigned journal entry will consist of: the date, the title and author of the selection read, a personal comment on the item, and a carefully written answer to a specific question supplied by the teacher to enhance the reading experience. The teacher may opt to allow students to generate the topic for responses based on issues raised by the students during the discussions that follow each reading activity. Students should be encouraged to use the personal section of the Portfolio of Written Work as a diary in which to write comments, ideas, etc. for use in this and other parts of the course.
- Through discussions based on the students' prior experience and knowledge of short fiction, the teacher will review the characteristics of short fiction. The subsequent activities will introduce students to a detailed examination of the elements of plot, setting and atmosphere, theme, and point of view. Conflict, suspense, foreshadowing and irony will be discussed briefly during the reading of the fiction and questions related to its type, and content will be used.
- The teacher will read a parable (see Appendix 6.1) and a fable to the students, provide them with an appropriate guiding question based on the material selected for reading and discussion, and allow students time to write in the Portfolio of Written Work after each. Students will be encouraged to expand their Personal Dictionaries after each reading.
- The teacher will lead students in a discussion on the content of each selection, irony or foreshadowing that may be evident, and the lessons to be learned from the parable and the fable.
- The teacher will ask students to explain what they believe the word "theme" means as it relates to literature. Ask students to explain how theme differs from moral. Following the discussion, students will complete Activity 2.
- When Activity 2 is complete, the teacher will have students read another type of short fiction. Following the reading, the class will examine the fiction's theme and content and then examine point of view and perspective. As a class, students will discuss the social implications of these characteristics as they pertain to the work of fiction read, and respond to the discussion in the Portfolio of Written Work. Any new vocabulary will be added to the Personal Dictionary.
- Students will then complete Activity 3.

- When Activity 3 is complete, students will read another type of short fiction, discuss its theme, content, point of view, and focus on its setting and atmosphere. Students will respond to a topic/question selected by the teacher in their Portfolio of Written Work, add to their Personal Dictionaries, and begin Activity 4.
- At the completion of Activity 4, students will read a final type of short fiction, discuss its theme, content, point of view, setting and atmosphere, and focus on the difference between a plot outline and a summary of a work of fiction. A Portfolio of Written Work entry, Personal Dictionary entries and Activity 5 follow the discussion.
- After Activity 5 is completed, the teacher will review all the characteristics and elements of short fiction studied in Activity 1.
- Students will write a teacher-prepared quiz on the characteristics and elements of short fiction.

### Assessment/Evaluation Techniques

- Informal teacher observations of students during the reading and discussions
- Peer/teacher conferencing
- Feedback on oral reading
- Comprehension questions on content, characteristics, and elements of the short stories studied
- Completed Portfolio of Written Work entries
- Accurate Personal Dictionary entries
- Quiz on the characteristics and elements of short stories

### Accommodations

- Preferential/strategic seating
- Dual language dictionary
- Peer tutor or Special Education assistance to complete assignments
- Graphic organizers to assist with culminating and other assignments
- Assistance with organizational skills
- Review time management techniques
- Flexible timelines and assignment length
- Alternate location for writing quiz
- Enlarged print texts

### Resources

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

*New Jerome Biblical Commentary* and other such books available from the Religion Department

Contemporary short story anthologies which reflect the diversity of Canadian culture such as:

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Barry, James, et al. *Laugh Lines*. Scarborough: Nelson, Canada, 1993.

Barry, James, et al. *On the Edge*. Scarborough: Nelson, Canada, 1994.

Borovilos, John. *Breaking Through, A Canadian Literary Mosaic*. Scarborough: Prentice Hall, Canada Inc., 1990.

Hancock, Geoff, ed. *Silver Anniversary Anthology: Canadian fiction Magazine*. Kingston, Ontario: Quarry Press Inc., 1997.

Hannon, Ed, et al. *Canadian Experience in Perspective*. Toronto: Harcourt Brace, Canada Inc., 1994.

Saliani, Don. *The Environment: Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Salani, Don. *Immigrant Experiences: Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Terpening Jon. *Science in Literature: Exploring Fiction, Poetry and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Tuinman, Jaap, et al. *Breaking Ground*. Toronto: Ginn, 1992.

Dictionaries and thesauri

Computer software

Anthologies of children's literature that include fables and fairy tales

Short story magazines such as:

*Story Magazine*. Story Press, Cincinnati, Ohio.

*Storyteller: Canada's Short Story Magazine*. Tyo Communications, Kanata, Ontario.

Taped short stories (teacher-produced)

## Activity 2: "And the theme is… " Theme

**Time:** 90 minutes

### Description

The purpose of this unit is to help students identify the theme of a story. Students will use a teacher-created version of the game "Twenty Questions" to help them determine the theme of several short stories.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1c, 1e, 2b, 2c, 2d, 3c, 4b, 4c, 4f, 5a, 5b, 5e, 5f, 7f, 7g, 7j.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03.

**Specific Expectations:** RE1.01, RE1.02, RE1.04, RE1.05, RE2.02, RE3.01, RE3.02, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR2.01, WR3.01.

### Planning Notes

- Using Appendix 2.1, create a version of the game "Twenty Questions" to use with the class.
- Select a short fiction with a common theme such as greed, or jealousy, and prepare a short synopsis of the content of the story without giving any details. For example: *The Hockey Sweater*, by Roch Carrier, is about children playing pick-up hockey in Quebec.
- Organize the class into mixed-ability groups of four or five students.
- Choose a variety of very short narratives, each with a different theme (one narrative per group).
- Have enough copies of the narrative for each member of a single group.
- Promote a positive, encouraging environment where students will voluntarily risk reading aloud, either alone or with others.
- With the students, design a checklist to track individual participation in each group.
- Refer to the students' IEPs for necessary accommodations and/or modifications.

## Prior Knowledge Required

Students will:

- know how to design and ask general questions requiring yes/no answers;
- pay close attention to understand the information being presented.

## Teaching/Learning Strategies

- Building on the discussion in Activity 1, the teacher will ask the students to identify the theme of the parable and that of the fable.
- When the themes have been identified correctly, the teacher will ask students to explain what they did to identify the theme. Discuss the various strategies suggested by the students.
- The teacher will explain the rules of the "Twenty Questions" game and discuss how the strategy can be used to identify the theme of a story.
- The teacher will read the title and synopsis of a previously selected work of fiction to the class.
- The class will ask the teacher questions requiring yes/no answers to identify the theme of the story.
- Students will be divided into small groups. Each group will be given a different short narrative to read, and then they will write a brief synopsis of it to present to other groups. The synopsis should be only one or two sentences long and give no details of the plot.
- Students will, according to rules set in a teacher-created version of the game "Twenty Questions", develop a number of general Yes/No questions to ask another group to identify the theme of that group's narrative.
- Each group will present their story title and synopsis to the class. Endeavoring to need the fewest possible questions before knowing the theme of a group's story, each group will ask the group presenting questions. When that group believes it has the correct answer, the next group may ask questions or pass if they know the answer.
- Once the theme is discovered, the teacher will lead a class discussion on that particular theme and its relevance to their lives or life/society in general.
- Students will make note of the questions which proved most valuable in identifying theme.
- The teacher will make available, to those students interested, copies of the short stories discussed that they may wish to read.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of participation in whole class and small group activities
- Peer/self-evaluation of group participation
- Portfolio of Written Work entries
- Personal Dictionary entries

## Accommodations

- Preferential/strategic seating
- Dual language dictionary
- Peer tutor or Special Education assistance to complete assignments
- Graphic organizers to assist with culminating and other assignments
- Assistance with organizational skills
- Review time management techniques
- Flexible timelines and assignment length
- Alternate location for writing quiz
- Enlarged print texts

### Resources

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

*New Jerome Biblical Commentary* and other such books available from the Religion Department

Contemporary short story anthologies which reflect the diversity of Canadian culture such as:

Barry, James, et al. *Coast to Coast*. Scarborough: Nelson, Canada, 1995.

Barry, James, et al. *Laugh Lines*. Scarborough: Nelson, Canada, 1993.

Barry, James, et al. *On the Edge*. Scarborough: Nelson, Canada, 1994.

Borovilos, John. *Breaking Through, A Canadian Literary Mosaic*. Scarborough: Prentice Hall, Canada Inc., 1990.

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Hannon, Ed, et al. *Canadian Experience in Perspective*. Toronto: Harcourt Brace, Canada Inc., 1994.

Saliani, Don. *The Environment: Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Salani, Don. *Immigrant Experiences: Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Terpening Jon. *Science in Literature: Exploring Fiction, Poetry and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Tuinman, Jaap, et al. *Breaking Ground*. Toronto: Ginn, 1992.

Dictionaries and thesauri

Short story magazines such as:

*Story Magazine*. Story Press, Cincinnati, Ohio.

*Storyteller: Canada's Short Story Magazine*. Tyo Communications, Kanata, Ontario.

Taped short stories (teacher-produced)

## Activity 3: "The way I see it..." Point of View/Viewpoint

**Time:** 90 minutes

### Description

The purpose of this activity is to differentiate between the writer's point of view and a particular character's viewpoint or perspective and increase the students' understanding of character behaviour and motivation. Students will demonstrate their comprehension of the story and its theme. Students will assume the role of one of the characters in the short story and write a diary entry or a letter to another character in which they will explain their involvement in, or their opinion of, an event in the story from that particular character's viewpoint.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2b, 2c, 2d, 3b, 3c, 4b, 4e, 4f, 5b, 5g.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.04, RE2.02, RE4.03, WR1.01, WR2.01, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, WR5.03, WR5.04.

## Planning Notes

- Gather examples of writing demonstrating a variety of points of view (1st person, 3rd person, omniscient). The samples may be taken from novels, short fiction, textbooks, etc.
- Gather examples of formal, business, and personal letters, newspaper editorials, and letters to the editor.
- Gather examples of published diary entries such as those found in *The Diary of Anne Frank.*
- Refer to students' IEPs and make the necessary accommodations and/or modifications.
- Reserve the computer lab for students to use word processing software and editing devices.

## Prior Knowledge Required

Students will:

- know the basic form of a personal letter or diary entry from previous English courses and personal experience;
- understand that a less formal tone and more common language are more appropriate for a personal letter or diary entry.

## Teaching/Learning Strategies

- The teacher will discuss the various points of view from which an author can write a story (first person, third person, and omniscient) and provide students with samples of stories each using a different point of view. Students will examine each style for its strengths and weaknesses.
- The teacher will divide the class into small groups.
- Using the sample stories previously gathered by the teacher and given to the groups, students will identify the author's point of view in the story and explain how that point of view is most effective for the story line.
- Students will write a response in their journals evaluating the three points of view and explaining which one they are likely to select for their own short story and why.
- The teacher will ask students to explain the difference between point of view, which they have just examined, and viewpoint.
- The teacher will discuss how personal experience and public opinion play a part in the viewpoint the author selects for his/her characters and the way they are described (good guys, bad guys).
- The teacher will ask students to suggest recent events that might be recorded differently depending on the author and the author's experiences. For example, someone who lived in Eastern Ontario would have a different perspective on the ice storm of January 1998 than someone living in the southwestern part of the province.
- Together with students, the teacher will discuss how the author's description of a character or event influences the reader's opinion of that character or event. For example, two people may witness an accident occur, but not necessarily see the same things. People can discuss the same issue but not necessarily agree on it.
- Discuss how a reader's personal experience can also affect his or her interpretation of a character's actions. For example, if you do not have a sibling, it's hard to understand sibling rivalry.
- In their Portfolios of Written Work, ask students to reflect on how personal experience and viewpoint can affect relationships in the community and in the workplace.
- The teacher will provide students with samples of friendly and formal letters, journals and diaries to examine for form and content. With the teacher, students will create a checklist of items they believe should be evident in a letter, journal or diary entry.
- Students will brainstorm a list of events from the stories read in their small groups that could be used as the topic of a letter, journal, or diary entry.

- Students will assume the identity of a specific character from one of the stories and write a letter, journal, or diary entry based on an event in that story. Students will adhere to the character's description and viewpoint. Vocabulary and sentence style should be similar to that used in the short story.

## Assessment/Evaluation Techniques

**Formative Assessment**

- Informal teacher observation of participation in group activity and class discussion
- Checklist on the content of a letter, journal or diary entry designed by the teacher and students
- Peer/self editing as part of the writing process
- Peer/teacher conference to provide feedback on writing
- Feedback on completed letters or diary entries
- Portfolio of Written Work entries
- Personal Dictionary entries

## Accommodations

- Preferential/strategic seating
- Dual language dictionaries
- Peer tutor or help from Special Education staff
- Use of word processor for composing and editing assignment
- Assistance with organizational skills
- Review time management techniques
- Flexible timelines

## Resources

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

*New Jerome Biblical Commentary* and other such books available from the Religion Department

Contemporary short story anthologies which reflect the diversity of Canadian culture such as:

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Barry, James, et al. *Laugh Lines*. Scarborough: Nelson, Canada, 1993.

Barry, James, et al. *On the Edge*. Scarborough: Nelson, Canada, 1994.

Borovilos, John. *Breaking Through, A Canadian Literary Mosaic*. Scarborough: Prentice Hall, Canada Inc., 1990.

Hancock, Geoff, ed. *Silver Anniversary Anthology: Canadian fiction Magazine*. Kingston, Ontario: Quarry Press Inc., 1997.

Hannon, Ed, et al. *Canadian Experience in Perspective*. Toronto: Harcourt Brace, Canada Inc., 1994.

Saliani, Don. *The Environment: Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Salani, Don. *Immigrant Experiences: Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Terpening Jon. *Science in Literature: Exploring Fiction, Poetry and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Tuinman, Jaap, et al. *Breaking Ground*. Toronto: Ginn, 1992.

Dictionaries and thesauri
Short story magazines such as:
*Story Magazine*. Story Press, Cincinnati, Ohio.
*Storyteller: Canada's Short Story Magazine*. Tyo Communications, Kanata, Ontario.
Taped short stories (teacher-produced)
Computer software
Sample journal and diary entries
Sample letters, formal and personal

## Activity 4: "It was a dark and stormy..." Setting and Atmosphere

**Time:** 90 minutes

### Description

The purpose of this activity is to increase the students' understanding of the components of setting and their impact on the atmosphere and message of a short story. In small groups, students will create alternate settings for short stories and explain their impact on the atmosphere and message of the short stories to the rest of the class.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2b, 2c, 2d, 3b, 3c, 4b, 4c, 4e, 4f, 5a, 5b, 5e, 5f, 5g.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.04, RE2.02, RE3.01, RE3.02, RE4.03, WR1.01, WR2.01, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, WR5.03, WR5.04.

### Planning Notes

- Prepare an outline of the various components of setting: historical period, season of the year, time of day, weather, location, landforms, structures or buildings, and character information needed to set the mood or atmosphere in a short story.
- Organize the class into small groups.
- Prepare a series of cards giving suggestions for alternative components of setting – the future, on a farm, in the city, after a storm, in an old mansion, summer, on a deserted island, in the path of a storm, etc.
- Prepare to model what is expected of the students by choosing a variety of alternative settings for the short story being studied.
- Develop a checklist that will be used to assess the alternative setting presentations.
- Refer to the students' IEPs and make the necessary accommodations or modifications.

### Prior Knowledge Required

Students will:

- have some knowledge of the components of setting from previous English courses;
- be able to describe the setting of a story, a movie or an event they remember;
- be aware of the expected behaviour in group activities.

## Teaching/Learning Strategies

- The teacher will provide students with two or three different settings for one of the stories read thus far in the course.
- As a class, students will discuss how the new settings affected the atmosphere or mood of the story.
- The teacher will select a short story where the setting is strong and evident to the development of the plot, and one where setting is incidental.
- The teacher will hand out the outline of the components of setting.
- Students will read the stories silently, then, as a group, discuss the components of setting in the stories and what effect they did or did not have on each story.
- The teacher will divide the class into small groups and distribute cards to each group on which components of various settings have been listed such as in the future, in a small town, on a busy street, during a hurricane, or on Halloween. Each group will use the cards to create an alternative setting for one of the stories they have read in the course.
- Groups will discuss the impact of the setting on the atmosphere and message of the story.
- The teacher will circulate among the groups to make sure all of the students understand the assignment.
- Still in groups, students will read a very short story from a list of selections provided by the teacher, and create a different setting for the short story.
- The teacher will provide students with the checklist that will be used to assess the setting presentations.
- Each group will summarize the story as it was written, and then present the alternate setting.
- Students will vote, by show of hands, on whether or not the new setting improved the story.
- Students will then make inferences and draw conclusions about the impact of the setting on the meaning, values and interpretation of a short story, and record these thoughts/opinions in their Portfolios of Written Work.

## Assessment/Evaluation Techniques

### Formative Assessment

- Conference to ensure all students are on task and experiencing no problems with the assignment
- Informal teacher observation of group work
- Alternate settings checklist
- Portfolio of Written Work entries
- Personal Dictionary entries

## Accommodations

- Preferential/strategic seating
- Dual language dictionaries
- Peer tutor or help from Special Education staff
- Review time management techniques
- Flexible timelines

## Resources

Contemporary short story anthologies which reflect the diversity of Canadian culture such as:

Barry, James, et al. *Coast to Coast*. Scarborough: Nelson, Canada, 1995.

Barry, James, et al. *Laugh Lines*. Scarborough: Nelson, Canada, 1993.

Barry, James, et al. *On the Edge*. Scarborough: Nelson, Canada, 1994.

Borovilos, John. *Breaking Through, A Canadian Literary Mosaic*. Scarborough: Prentice Hall, Canada Inc., 1990.

Hancock, Geoff, ed. *Silver Anniversary Anthology: Canadian fiction Magazine*. Kingston, Ontario: Quarry Press Inc., 1997.

Hannon, Ed, et al. *Canadian Experience in Perspective*. Toronto: Harcourt Brace, Canada Inc., 1994.

Saliani, Don. *The Environment: Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Salani, Don. *Immigrant Experiences: Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Terpening Jon. *Science in Literature: Exploring Fiction, Poetry and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Tuinman, Jaap, et al. *Breaking Ground*. Toronto: Ginn, 1992.

Short story magazines such as:

*Story Magazine*. Story Press, Cincinnati, Ohio.

*Storyteller: Canada's Short Story Magazine*. Tyo Communications, Kanata, Ontario.

Taped short stories (teacher-produced)

## Activity 5: "So what happened?" Summary and Plot

**Time:** 120 minutes

### Description

The purpose of this activity is to increase the students' understanding of the elements of plot and how these elements are used to advance the action in a story. Students will identify the elements of plot such as setting, initial incident, rising action, crisis, climax and falling action. They will also distinguish between the plot (the basic story line) and the summary (a synopsis of all the information in the story including theme, atmosphere and character motivation) and explain the purpose of each. Students will produce a comic strip or another form of illustrated print to illustrate the plot and summary of a short story.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1j, 2a, 2b, 2c, 2d, 3b, 3c, 4b, 4e, 4f, 5b, 5g.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.04, RE2.02, RE4.03, WR1.01, WR2.01, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, WR5.03, WR5.04.

### Planning Notes

- Gather a variety of simple, well-known comic strips from newspapers, magazines, etc. As much as possible, the comic strips should reflect the moral code of the school.
- Select a short story which has a clearly defined plot for students to read.
- Collect paper, markers, scissors, glue, etc. that students will need to create their own comic strips.
- Discuss ways that students can be motivated to draw with the Visual Art teacher. If possible, have him/her visit the class and give the students' tips on drawing.
- The goal here is to demonstrate and have students work with the concept of graphic illustration combined with print (graphical text) as a common form. Forms of illustration other than comics (stick figures, pictures, etc.) are appropriate clues to text and contribute to literary development.

- Students who are unwilling to draw may prefer to use a collage to do their comic strip. Have a selection of magazines available that can be cut up for that purpose.
- Have an overhead projector and transparencies available in the class. Have at least two comic strips on overheads for class discussion.
- Refer to the students' IEPs in order to make the necessary accommodations and/or modifications.

## Prior Knowledge Required

Students will:

- be familiar with the layout of a comic strip;
- be familiar with the basic elements of plot from previous English courses;
- be able to summarize a short story;
- understand the expectations for group work and classroom behaviour.

## Teaching/Learning Strategies

- Students will read a teacher-selected short story with a clearly defined plot.
- As a group, the class will summarize the story on the board discussing all aspects of the story: the characters, the theme, the point of view, the setting and the events in the story.
- The teacher will ask students to identify the elements of plot, and on an overhead, will list the key plot points for the story.
- Students will examine the plot as listed and the summary and discuss which contains more information and why. Ask students when it might be advantageous to be able to give only the facts as one does when graphing a plot (e.g., witnessing an accident, explaining a situation, taking notes, giving instructions in the workplace or giving a report to a supervisor at work)
- Using the overhead projector, the teacher will show students a comic strip and ask them to summarize the comic strip.
- Ask students how they were able to summarize the comic strip. Make sure the students understand how the pictures in each block of the comic strip provide the information needed to summarize the comic strip.
- Using an extremely simple plot graph – setting, rising action, climax, have students draw the plot graph for the comic strip. Make sure they realize that the dialogue or captions within the comic blocks help identify the plot or action in the comic strip.
- With students, create a template for assessing the effectiveness of a comic strip.
- Show a second comic strip and have students use the template they have just created to assess the effectiveness of the comic strip.
- Divide the class into small groups.
- Using the short story previously read, students will design a comic strip, with captions, to illustrate one event in the story. Students may draw or cut and paste their comic strips. A minimum of four blocks is required.
- Students will post their comic strips in the classroom for the rest of the class to enjoy.
- In their Portfolios of Written Work, students will explain how they can use the plot graph strategy in other ways in their daily lives.

## Assessment/Evaluation Techniques

### Formative Assessment

- Teacher conferencing to provide feedback during the creation of the comic strip
- Informal teacher observation of group work
- Self/peer editing of the captions

- Teacher/class created template for assessing a comic strip
- Portfolio of Written Work entry
- Personal Dictionary entry

## Accommodations

- Preferential/strategic seating
- Dual language dictionaries
- Assistance with organizational skill
- Flexibility of timelines and length of assignment
- Additional help from Special Education staff

## Resources

Contemporary short story anthologies which reflect the diversity of Canadian culture such as:

Barry, James, et al. *Coast to Coast*. Scarborough: Nelson, Canada, 1995.

Barry, James, et al. *Laugh Lines*. Scarborough: Nelson, Canada, 1993.

Barry, James, et al. *On the Edge*. Scarborough: Nelson, Canada, 1994.

Borovilos, John. *Breaking Through, A Canadian Literary Mosaic*. Scarborough: Prentice Hall, Canada Inc., 1990.

Hancock, Geoff, ed. *Silver Anniversary Anthology: Canadian fiction Magazine*. Kingston, Ontario: Quarry Press Inc., 1997.

Hannon, Ed, et al. *Canadian Experience in Perspective*. Toronto: Harcourt Brace, Canada Inc., 1994.

Saliani, Don. *The Environment: Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Salani, Don. *Immigrant Experiences: Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Terpening Jon. *Science in Literature: Exploring Fiction, Poetry and Non-fiction*. Toronto: Harcourt Brace, Canada Inc., 1995.

Tuinman, Jaap, et al. *Breaking Ground*. Toronto: Ginn, 1992.

Dictionaries and thesauri

Short story magazines such as:

*Story Magazine*. Story Press, Cincinnati, Ohio.

*Storyteller: Canada's Short Story Magazine*. Tyo Communications, Kanata, Ontario.

Taped short stories (teacher-produced)

## Activity 6: "Once upon a time..." Be the Author

**Time:** 180 minutes

### Description

The purpose of this activity is to integrate all of the characteristics and elements of the short fiction covered in this unit. Students will demonstrate an understanding of short fiction and its elements by writing their own short fiction.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2c, 2d, 3b, 3d, 4e, 4f, 5b, 5g, 7d.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.02, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE2.02, WR1.01, WR2.02, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.02, WR5.03, WR5.04.

### Planning Notes

- If possible, gather short stories written by previous students or classes to use as examples.
- Reserve time in the Library/Resource Centre and Computer Lab for research and the production of the short stories.
- For students who may be interested, look for possible short story contests in which students could enter their stories, including the annual OECTA writing contest.
- Decide on a forum for students to exhibit their work, either inside or outside of the school. Although the intent is to share the stories with an audience outside of the school, such as with Senior Citizens, elementary school students, nursery school students, etc., if such is not available to students, the teacher should consider putting together a student anthology. The anthology could be in a print or taped format.
- Refer to the students' IEPs in order to make any necessary accommodations and/or modifications.

### Prior Knowledge Required

Students will:

- have some experience with creative writing;
- understand the elements of a short story;
- be aware of the different levels of language;
- have some knowledge of computers in order to use word processing software.

### Teaching/Learning Strategies

- The teacher will share some examples of short stories written by previous students with the current class.
- The teacher will inform students that their short fiction will be given a wider audience than the classroom, and ask them to suggest possible venues for their work to go with those the teacher has selected. Discuss the possibility of writing contests for those students who might like to submit their work.
- The teacher will lead the whole class in a brainstorming session to provide possible topics for short fiction. It may be necessary to remind students of their reading audience and what is and what is not appropriate material for a Catholic school.
- The teacher will provide students with the rubric (see Appendix 2.3) that will be used to assess their short stories, or if he/she prefers, a rubric may be developed in consultation with the students.
- Students will select a genre, theme, and point of view for their short fiction.

- Students will select an audience for their stories and be prepared to use the appropriate style and level of language.
- Each student will write and publish a short fiction using all steps of the writing process, including peer and self-editing (see Appendix 2.2), computer software, and his/her own creative ideas. Students may illustrate their stories if they wish, but illustrations are not a requirement of the assignment.
- Published works will be given public audience. Students will be given ample time to rehearse before presenting their material.

## Assessment/Evaluation Techniques

### Formative Assessment

- Student-teacher conferences for feedback on writing
- Informal teacher observation of students at work
- Short Fiction Peer and Self-editing Checklist (Appendix 2.2)
- Peer conferences

### Summative Assessment

- Short Story Rubric (Appendix 2.3)
- Portfolios of Written Work Rubric (Appendix 1.18)
- Personal Dictionary Rubric (Appendix 1.19)

## Accommodations

- Preferential/strategic seating
- Graphic organizers to assist in writing a short story, e.g., plot graphs, outlines, etc.
- Dual language dictionaries
- Peer tutor or help from Special Education staff
- Flexible timelines and assignment length

## Resources

Samples of student written short stories

Dictionaries and thesauri

Word Processing programs

Magazines for writers including:

*Writer's Digest*. F&W Publications, Cincinnati, Ohio.

*Writer's Journal*. Val-Tech Media, Perham, Minnesota

## Appendix 2.1

### Twenty Questions Activity

**Aim**
Students will hone their interrogation skills in order to get optimal, crucial, unambiguous information by asking succinct question and analysing the answers.
Students will use this technique to identify the theme of a work of fiction.

**Activity**
The teacher will divide the students into groups.

1. The teacher will tell the students exactly what they will be attempting to discover from the other groups. In this case, students will be trying to identify the theme of narrative fiction assigned to each group.
2. Students will formulate Yes/No questions with the aim in mind (e.g., Does the story take place today? Does the story take place during a war? Is the main character an adult? etc.).
3. The teacher will direct each group to prepare questions to ask another group. To do this, students will use the questions they prepare to find the theme for their group's narrative.
4. To start the activity, each group will be given a different narrative to read. Students will formulate a number of questions with Yes/No answers to use to find the theme of their particular narrative. When that is done, students will verify with the teacher that they have made the correct choice of theme, and then write a one or two sentence synopsis of the narrative in order to present the narrative to the other groups. The synopsis must be very general in nature revealing as little as possible about the plot (The Good Samaritan: this is a story about a man who has an accident while travelling).
5. If the team has not correctly identified the theme of its narrative, students will be asked to try again. When each group has correctly identified its theme, each group will take its turn to present its synopsis and answer their classmates' questions.
6. The responding group should answer only with Yes or No so as not to divulge any unsolicited information. The questions will continue until the interrogating group feels that the members have discovered the information for which they have been searching, and will pass their turn to the next group. Groups need not have asked the question to record it and its response, so subsequent groups should not be asking questions that have already been asked.
7. When all groups have finished asking their questions, the teacher will direct each group, in turn, to make their hypothesis of the theme, write it out on a piece of paper along with their group name/number, and submit the hypothesis to the presenting group. The responding group will look at the guesses and identify those that are correct.
8. If a group fails to correctly identify the theme, two more questions can be asked until a final hypothesis is made.
9. The winning group is the group whose members have correctly identified all the themes on the first round of questions.

## Appendix 2.2

### Short Fiction Peer/Self Editing Checklist

| Criteria | Yes | No | Comment |
|---|---|---|---|
| The title of the fiction is interesting and engaging. | | | |
| The type of fiction chosen is appropriate to its topic and theme. | | | |
| The setting of the fiction is clear and easy to visualize. | | | |
| The characters are realistic and well developed. | | | |
| The point of view is evident and maintained throughout the story. | | | |
| Character perspective and actions are in keeping with Gospel values and ethics. | | | |
| There is an effort made to avoid prejudicial statements and opinions keeping in mind the cultural diversity of Canada. | | | |
| The theme of the fiction is clear and well developed. | | | |
| The plot is easily defined and all critical elements are present. | | | |
| The paragraphs are well structured and use a variety of sentences. | | | |
| Dialogue is used properly. | | | |
| The level of language is suited to the intended audience. | | | |
| The fiction has an ending that is effective and ties up all the loose ends. | | | |
| There are no mechanical errors. | | | |
| Work is neat and complete. | | | |
| The fiction indicates an understanding of real-life situations and problems. | | | |

## Appendix 2.3

### Short Story Rubric

Name:

| Criteria | Limited Level 1 | Some Level 2 | Considerable Level 3 | Thorough Level 4 |
|---|---|---|---|---|
| **Knowledge and Understanding**<br>Demonstrates an understanding of the various elements and characteristics of a short story, e.g., length, genre, number and depth of characters, components of plot such as setting, climax, and conclusion, single plot line, point of view, and theme. | | | | |
| **Thinking/Inquiry**<br>Demonstrates imagination, creativity and thought in the way characters are described and developed, and the way the plot unfolds. | | | | |
| Reflection and analysis are evident in the selection of genre, theme and the development of the story. | | | | |
| Story reflects attitudes in keeping with the moral tone of the school. | | | | |
| **Communication**<br>Communicates ideas clearly in a logical, sequential manner. | | | | |
| Demonstrates good use of language style and vocabulary suitable for target audience. | | | | |
| Uses the various forms of writing, narrative, descriptive, dialogue, to communicate ideas. | | | | |
| **Application**<br>Applies the conventions of language such as grammar, spelling, punctuation and usage. | | | | |
| Uses technology correctly to edit and produce work | | | | |
| Story demonstrates a real-life connection to society. | | | | |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

## Unit 3: Prose Non-fiction

**Time:** 11 hours (including 5 from Unit 1)

### Unit Description

Through the study and analysis of a variety of non-fiction materials, such as newspapers, magazines, etc., students will express their understanding that all people are created in the image and likeness of God and, with this in mind, they will present their information and ideas with sensitivity to others. Students will explore the moral, ethical, and religious implications of contemporary issues and respond with respect for the history, cultural heritage, and pluralism of today's society. This unit emphasizes the knowledge and practice of reading strategies, critical thinking, and the writing process presented in the first unit of this course. The study of prose non-fiction provides an opportunity for the students and the teacher to work closely with the teacher-librarian, the chaplain, and technology (CD-ROMs, the Internet, word processing, and desktop publishing) to improve research skills, and in small groups, create a newspaper.

### Strand(s) and Expectations

### Ontario Catholic School Graduate Expectations

CGE 1c - actively reflect on God's Word as communicated through the Hebrew and Christian scriptures;
CGE 1d - develop attitudes and values founded on social teaching and act to promote social responsibility, human solidarity, and the common good;
CGE 1e - speak the language of life… "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish";
CGE 2a - listen actively and critically to understand and learn in the light of gospel values;
CGE 2b - read, understand, and use written materials effectively;
CGE 2c - present information and ideas clearly and honestly, and with sensitivity to others;
CGE 2d - write and speak fluently in one or both of Canada's official languages;
CGE 2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
CGE 3b - create, adapt, and evaluate new ideas in the light of the common good;
CGE 3d - make decisions in light of gospel values with an informed moral conscience;
CGE 4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE 4c - take initiative and demonstrate Christian leadership;
CGE 4e - set appropriate goals and priorities in school, work, and personal life;
CGE 4g - examine and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE 5a - work effectively as an interdependent team member;
CGE 5e - respect the rights, responsibilities, and contributions of self and others;
CGE 5f - exercise Christian leadership in the achievement of individual and group goals;
CGE 5g - achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE 7b - accept accountability for one's own actions;
CGE 7g - respect and understand the history, cultural heritage and pluralism of today's contemporary society;
CGE 7j - contribute to the common good.

**Strand(s):** Reading Skills, Writing Skills

## Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of Standard Canadian English as specified for this course, with the support of print and electronic resources when appropriate.

## Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge and responding imaginatively (e.g., read a short story as a model for writing; read a magazine article on a topic of personal interest and report on the main ideas and details to a small group);
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points (e.g., skim texts to locate specific ideas; discuss the effectiveness of a reading strategy modelled by the teacher; assess the appropriateness of a reading strategy used during a guided reading session; compare reading strategies used by various students to read the same passage; identify their own strengths and weaknesses in reading and set goals for improvement);
RE1.03 - use knowledge of the organization of texts to locate relevant information (e.g., create chapter titles to identify plot details in a novel; use headings, table of contents, and the index to find specific information in a text; refer to illustrations and diagrams to clarify information; explain the role of the introduction, body, and conclusion of a short essay in communicating the main idea; use knowledge of the organizational pattern of a text, such as compare and contrast or cause and effect, to locate answers to questions about the text);
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts (e.g., make judgements about a character's values based on implicit and explicit information in a short story; read a magazine article and discuss the perspective of the writer; chart explicit information about a character in a short story; state the main idea in an opinion piece and list supporting details; differentiate between fact and opinion in a magazine article);
RE2.05 - use knowledge of the elements of newspaper and magazine articles and opinion pieces, with an emphasis on headlines, leads, the Five W's (who, what, where, when, and why?), titles, subtitles, and accompanying photographs, to understand and interpret these texts;

RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively (e.g., discuss how descriptive language helps create a mood in a short story or poem; explain how connecting words help clarify the sequence in a set of instructions; describe how precise technical words strengthen the message in an article about safety);
RE4.01 - preview vocabulary before reading (e.g., skim and scan texts to identify unfamiliar words and look them up in a dictionary or glossary);
RE4.02 - use word-identification strategies while reading (e.g., sound out unfamiliar words; scan texts for key words; read ahead in the passage to find or deduce the meaning of an unfamiliar word or phrase; use root words, prefixes, and suffixes to determine the meaning of specialized vocabulary);
RE4.03 - use context to determine the meaning of unfamiliar words (e.g., use the surrounding information and vocabulary in a sentence or paragraph to deduce or infer the meaning of abstract or specialized words; use accompanying illustrations, diagrams, and charts to determine the meaning of unfamiliar words and phrases in a textbook);
RE4.04 - use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing (e.g., brainstorm approaches to a topic; use graphic organizers to connect and structure ideas; use charts and graphs as sources of information; identify key words to narrow a topic);
WR1.02 - make research plans based on information needs (e.g., identify possible sources of information on specific writing topics; set timelines to plan, research, draft, revise, and complete short research projects);
WR1.03 - locate and record information from a variety of print and electronic sources (e.g., use an electronic catalogue in the library or an Internet search engine to locate information from textbooks, encyclopedias, magazines, CD-ROMs, and websites; use highlighting, note making, paraphrasing, and summarizing to gather and record relevant information);
WR1.04 - assess information to determine its relevance, sufficiency, and accuracy (e.g., classify information by topic and subtopics; assess the accuracy of information by comparing it with information from another source);
WR2.01 - demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays (e.g., write frequently on self-selected and teacher-assigned literary and general-interest topics in a variety of forms);
WR2.02 - describe the form, purpose, and intended audience for each piece of writing;
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience (e.g., use formal language in a short essay describing the theme of a novel studied; use the impersonal third person consistently in the summary of a report; use the first person in a friendly letter);
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types (e.g., compose a variety of single, compound, and complex sentences on a topic; alter the word order in sentences for emphasis and variety);
WR3.02 - organize sentences about a topic into coherent and unified paragraphs (e.g., use a topic sentence to state the main idea of a paragraph; use relevant details to develop the main idea; use a specific pattern, such as logical, chronological, or climactic order, to organize information in a paragraph);
WR3.03 - organize paragraphs into coherent and unified narratives, reports, letters, and short essays (e.g., maintain a consistent point of view in a narrative; use transition words to link paragraphs in a letter; state the controlling idea in the opening paragraph of a short essay);
WR4.01 - revise drafts to strengthen the content (e.g., use feedback from a partner to identify incomplete ideas or lack of details; read passages aloud to identify unnecessary or incorrectly placed information);

WR4.02 - revise the organization of drafts to improve clarity of thought and expression (e.g., use a highlighter to track the logical development of ideas; use a word-processing program to reorder sentences, paragraphs, or sections of a draft; combine simple sentences to show a clear relationship between ideas);
WR4.03 - revise drafts to improve coherence (e.g., signal transitions with appropriate transition words and phrases; check for consistency between the topic sentence and the concluding statement);
WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience (e.g., maintain consistent use of the impersonal third person in the summary of a report; check the use of the first person in a friendly letter; review the use of formal language in a short essay describing the theme of a novel studied);
WR4.05 - use print and electronic dictionaries, thesauri, and reference texts to select precise and appropriate vocabulary and find alternative phrasings for awkward constructions (e.g., select and use specialized vocabulary to clarify technical information and complex concepts);
WR5.01 - incorporate information from research into written work by using quotation marks and consistent documentation;
WR5.02 - describe and use strategies to edit, proofread, and correct written work (e.g., use peer feedback to identify errors in sentence structure and grammar; use spell checkers to flag possible spelling errors; replace incorrectly used homophones and homonyms);
WR5.03 - identify and use appropriate and effective techniques and formats to publish written work (e.g., word-process the final copy of a short story; edit and format a class anthology of effective student writing; add diagrams and charts to a report for a bulletin-board display);
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

- Grammar and Usage: Identify the rules of subject-verb and pronoun agreement and apply them correctly;
- Grammar and Usage: Identify and use correctly the principal parts of irregular verbs;
- Spelling: Identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors (e.g., use knowledge of word patterns, word families, root words, prefixes, suffixes, and syllabication to check spelling; use a variety of spelling references, such as dictionaries and spell checkers, to flag possible errors);
- Spelling: Spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns (e.g., check a dictionary for the correct spelling of abbreviations and technical terms);
- Punctuation: Identify the use of effective punctuation when reading and use punctuation correctly when writing.

## Activity Titles (Time + Sequence)

| | | |
|---|---|---|
| Activity 1 | Information Gathering: Newspaper Scavenger Hunt | 120 minutes |
| Activity 2 | Finding the 5 W's and the H: News Articles | 180 minutes |
| Activity 3 | Advice/Opinion Columns: Reading and Writing Them | 120 minutes |
| Activity 4 | Technical Writing: How to… | 180 minutes |
| Activity 5 | Advertising and its Moral Implications | 180 minutes |
| Activity 6 | Creating and Publishing a Newspaper | 180 minutes |

## Unit Planning Notes

- In addition to the 11 hours that have been assigned to this unit, five hours will be spent on reading and writing skills introduced in Unit 1 of the course. These hours will be on-going throughout the unit and allow students to improve their reading comprehension and decoding skills as well as their abilities in paragraph construction.
- The following details should be arranged prior to the start of the unit:
    - Collect/order a class set of local newspapers, a selection of "how to" magazines and manuals, cookbooks etc., copies of The Catholic Digest, Catholic New Times, National Catholic Reporter, and The Catholic Register, and other Canadian newspapers, magazines and journals.
    - Encourage students to bring in magazines such as teen magazines, sports magazines, fashion magazines of interest to themselves and their peer group, but the teacher must remind students that all material must be in keeping with the moral tone of the school.
    - Reserve time in the Library/Resource Centre and the Computer Lab for research and writing projects relevant to the unit.
- Teachers must ensure that the students focus remains on reading and writing. Technical aspects of newspaper production are dealt with only insofar as they contribute to the literary expectations.
- Teachers should ensure the following:
    - That all students using the Internet follow the required school board protocol for such use and promote Gospel values and ethics.
    - That all materials used in this unit reflect the cultural diversity of the community.
    - That all materials chosen for study are discussed in light of the Gospel values: community, peace, justice, equality, Christ-like love, acceptance of others and dignity of the human person.
    - That all groups are of similar ability.
- As always, teachers should refer to the students' IEPs to ensure that suitable accommodations and/or modifications are made to enhance the learning opportunities in this unit for these students. In some cases, ESL and ELD students will be without IEPs, and the teacher must be sensitive to the needs of those students as well. For an enrichment activity, the teacher could explore the possibility of students posting their newspaper on the school's web page, or if such exists, the students may contribute their work to a school newspaper.

## Prior Knowledge Required

Students will:

- understand what is meant by information items as opposed to fictional writing;
- have a basic understanding of the various sections of a newspaper or magazine;
- have a basic understanding of the types of writing found in a newspaper or magazine which will have been covered in the Grade 9 English course;
- be computer literate and able to use the Internet with limited assistance;
- be aware of the school board's protocol for Internet use and be prepared to abide by it;
- be aware of what constitutes journalistic material appropriate to a classroom in a Catholic school.

## Teaching/Learning Strategies

- Brainstorming
- Class discussions
- Collaborative learning – small groups, pairs, whole group
- Teacher-led Socratic lessons
- Outlining exercises, as done in Unit 1
- Fact sheets and worksheets for reinforcement of language concepts

- Teacher student conferencing
- Engaging in the writing process
- Word processing and desktop publishing with assistance from the Technology staff
- Peer editing and conferencing
- Note taking (teacher-produced) and note making (student-produced)
- Research skills and techniques in collaboration with the teacher-librarian
- Oral reading, silent reading, practice using various reading decoding techniques
- Portfolio of Written Work
- Personal Dictionary
- Conferencing with the students on the various parts of the writing process
- Providing a variety of reinforcement activities

## Assessment and Evaluation

### Formative Assessment

The teacher will:

- create rubrics with student input for individual assignments
- provide checklists for group activities to assess individual contributions
- observe the students informally while circulating around the room during work periods

Students will:

- complete peer editing checklists in order to provide more complete feedback in the writing process
- maintain their Portfolios of Written Work, and Personal Dictionaries

### Summative Evaluation

- Newspaper assessed by Newspaper Rubric (Appendix 3.3)
- Portfolio of Written Work assessed by Portfolio of Written Work Rubric (Appendix 1.18)
- Personal Dictionary assessed by Personal Dictionary Rubric (Appendix 1.17)

## Accommodations

- Preferential/strategic seating
- Peer tutor or help from Special Education staff
- Assistance with organizational skills – a communication notebook for home-school liaison
- Review time management techniques
- Allow flexible timelines for assignments and/or adjust the length and number of assignments
- Dual language dictionaries
- Enlarged print texts

## Resources

Newspapers including local and community ones, community and church newsletters
Canadian magazines, journals, and brochures
Electronic news services, video taped news programs and commercials
Advertising material including ads for canned goods, shampoo, and clothing
Dual language dictionaries, dictionaries and thesauri
CD-ROMs, word processing software
Internet search engines and websites
"How to" manuals and articles, cookbooks
Informational reading such as environmental magazines, travel magazines

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

Catholic publications such as *The Catholic Digest, The Catholic Register, The Catholic New Times*, and *National Catholic Reporter*

ICE Documents – *Educating the Soul, Curriculum Matters, Ontario Catholic Education and the Corporate Sector* (for teacher reference)

Ontario Conference of Catholic Bishops' statements on various moral and ethical issues

Papal Encyclicals

## Activity 1: Information Gathering: Newspaper Scavenger Hunt

**Time:** 120 minutes

### Description

The purpose of this activity is to have students increase their understanding of the function and format of a newspaper. Working with the newspaper, students will review its composition, and the different types and purposes of the writing found therein. Students will identify and find the primary components of the newspaper, and read critically to differentiate fact, fiction and opinion. Students will compare the depth of detail found in a newspaper article with that of a magazine or news broadcast.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2c, 2d, 3c, 5a, 5b, 5e, 7b.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.04, WRV.01, WRV.02, WRV.03.

**Specific Expectations:** RE1.01, RE1.02, RE1.03, RE1.04, RE2.05, RE4.02, WR1.01, WR1.03, WR1.04, WR2.02, WR3.01.

### Planning Notes

- The teacher should begin by reviewing the difference between fact and opinion. Prior to the class, the teacher should select a variety of statements, some fact and some opinion, and have the students classify them accordingly.
- The teacher should gather samples of information, such as newspaper articles, magazine articles, a family history, a film review, packaged ads, travel brochures, and city by-laws, and have students discuss who gathered the information and how it was done (e.g., interviews, research, reading, watching a movie, or travelling).
- The teacher should find a current news story and have a clip of it from a radio/television/ Internet news program to compare with a newspaper article, as well as a magazine article on the same subject. If finding such a news story is difficult, consultation with the Canadian and World Studies Department should provide suitable material.
- Students should be provided with identical issues of a local newspaper, scissors, glue, and paper.
- Although the focus of this activity is to review the components of the newspaper, students should be reminded of the importance of co-operation and respect in any collaborative learning activity.

- Since some articles carried in the newspaper may promote attitudes contrary to the teachings of the Catholic Church, the teacher is advised to examine the paper ahead of time. This is not meant to instruct the teacher to censor the newspaper, rather it is to ensure that the teacher has no surprises from unexpected material. Should such material inadvertently come to the attention of the students the teacher is urged to discuss the issue stressing the Catholic perspective on the matter.
- Teachers should refer to students' IEPs to ensure relevant accommodations and/or modifications are made.

## Prior Knowledge Required

Students will:

- understand that news is transmitted in a variety of ways;
- have read some magazines and newspapers and understand that these print sources have different foci and formats;
- know how to use the index to find the required information (covered in Unit 1, activity 5);
- understand that the writing found in a newspaper is not all the same style and type;
- have some understanding of the difference among fact, fiction, and opinion.

## Teaching/Learning Strategies

The teacher will:

- review the different types of things people read every day, list them on the board, and have students categorize them (e.g., educational, informational, entertainment or helpful).
- provide students with a variety of informational items to examine.
- have students discuss what they would do if they wanted more information on a particular subject.
- give students three reports on a news topic – a short clip of the item on the television/radio/Internet news, an article from the newspaper on the subject, an article from a magazine on the same topic.
- divide the class into three groups, and have each group examine one particular source and rate it according to a teacher/class created checklist for organization, details, accuracy, etc.
- hand out copies of sentences that contain statements of fact, fiction, and opinion. Working in groups, the student will review each statement and decide to which category it belongs. As a whole group, the class will share its answers. In the case of disagreement, the teacher should be prepared to discuss the issue with the students until the disagreement is resolved.
- have the students brainstorm answers to the question: "What kind of information do people find in a newspaper?" Write the answers on the board.
- based on the list produced by the students, review the different types of writing found in a newspaper – informational, opinion, how to, advice, letters to the editor, etc. If critical items are missed, introduce them.
- will review the main parts of a newspaper such as front page, masthead, cut, and banner headline.
- give each student a newspaper, magazine or brochure, and have them scan the reading material for something that interests them personally. Students will outline the piece and share their outlines with the class.
- hand out copies of a Newspaper Scavenger List. (See sample, Appendix 3.1)
- divide the class into teams of two or three. Each team will be given a newspaper in which to find the items on the list. Items are to be cut out of the newspaper and pasted onto paper provided by the teacher.

Students will:

- use only the newspapers provided to find the items.
- make comments, voice opinions and answer questions on specific items. Answers are to be written under the required newspaper clipping. In their responses, students are urged to use discernment and be aware of the feelings and traditions of others and Gospel values.
- add to their personal dictionaries any unfamiliar words found in their reading of the newspaper articles.
- present their completed lists to the class, identifying the items that they found that may differ from those of their peers. In addition, where it is necessary to evaluate an item or voice an opinion, students will share their comments with the class.
- in their Portfolios of Written Work, students will discuss the need to keep informed about what happens in the world, Canada, Ontario, and their communities.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of the groups at work
- Group checklist to monitor process of collaborative learning (see Appendix 1.14)
- Completed Scavenger Hunt sheets (see Appendix 3.1)
- Portfolio of Written Work entry
- Personal Dictionary entries

## Accommodations

- Flexible timeline and assignment length
- Enlarged print
- Dual language dictionaries

## Resources

Local and Canadian newspapers

Dictionaries and thesauri

Electronic newspapers, and Internet news services

Magazines such as *Chatelaine, Macleans, Saturday Night, The Hockey News, Canadian Living, Readers' Digest, Canadian Outdoors, Golf Digest, Teen Generation, Teen Beat, YM*, and *Time*

Brochures available from the Health unit, travel agencies, tourist booths, and others sources.

## Activity 2: Finding the 5 W's and the How: News Articles

**Time:** 180 minutes

### Description

The purpose of this activity is to review the way a news article is written, and give students practise picking out crucial information (who, what, when, where, why, and how). Students will analyse news articles, voice opinions on their effectiveness, evaluate a news article based on criteria developed with the teacher, and research an issue or event on which they will write a news article, using the required format and including the 5 W's and the How.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1d, 1e, 2b, 2c, 2d, 2e, 3d, 4e, 5e, 7g.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.01, RE1.02, RE1.04, RE2.05, RE3.01, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

### Planning Notes

- Collect a variety of newspapers, magazines, and journals, including Catholic publications.
- Encourage students to bring in publications appropriate for the Catholic school setting.
- Select suitable on-line news sources that students can access.
- Reserve the Library/Resource Centre and Computer Lab for research and completion of the news article.
- Ensure that chart paper and markers are available for student use.
- Prepare a chart of the inverted pyramid format used in writing news articles – most important events, important events, and minor events.
- Select two news articles that will be used by students as a whole group. Select other news articles to be used in a group activity.
- Refer to students' IEPs in order to make the necessary accommodations and/or modifications.

### Prior Knowledge Required

Students will:

- have a basic understanding of the types of writing found in a newspaper, magazine, or journal (as examined in Unit 3, Activity 1);
- be familiar with computers and be able to use various sources for research (as done in Unit 1, Activity 5);
- be aware of the school board's protocol for Internet use and be prepared to abide by it.

### Teaching/Learning Strategies

- The teacher will review the main parts of a news article – headline, by-line, summary lead, and, using the inverted pyramid format, review the composition of a news article.
- Students will read a news article provided by the teacher.
- In their Portfolios of Written Work, students will state their opinion of the effectiveness of the news article as it presents the issue/event. Students will share their opinions and comments with their classmates. The teacher should ensure that all students have the opportunity to share their opinions and remind students of the need for respect and acceptance.

- The teacher will discuss the need for objectivity in accurately reporting news articles to avoid misinformation and misinterpretation.
- Collaboratively, students will brainstorm the elements that are common to all articles (who, what, when, where, why, and how), and where they are located in news articles.
- The teacher will divide the class into groups and provide each group with a news article, chart paper, and a marker.
- Students will read the article, identify the 5 W's and the H and, using the inverted pyramid format, breakdown the article.
- Groups will read the articles aloud to classmates and share their breakdowns.
- Together with the teacher, students will design a rubric to evaluate a news article.
- Using the rubric, students will, as a group, evaluate the analysis of a previously selected news article from the local newspaper.
- Students will research and make notes on a recent school, community or world issue or event.
- Students will write a news article, following all of the steps of the writing process and using the required format.
- The teacher should ensure mixed ability levels for peer editing.
- Students will publish the final draft on a word-processor, using the electronic devices available for further editing.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of students at work
- Student/teacher conferences
- Peer/self-assessment of the writing process
- Collaborative learning activity
- Analysis of news article assessed by a rubric designed collaboratively with the class

## Accommodations

- Assistance with organizational skills
- Adjustment of length and number of articles to be read
- Flexible length of response article or timeline for completion
- Enlarged print
- Dual language dictionary
- Dictionary and thesauri

## Resources

Local newspapers, community newspapers
Canadian newspapers, magazines, journals
Catholic publications
Internet
CD-ROMs, word-processing software

## Activity 3: Advice/Opinion Columns: Reading and Writing Them

**Time:** 120 minutes

### Description

In this activity, students will read advice letters, or letters to the editor, and editorials, in order to respond to them. Students will write letters requesting advice or stating opinions based on the models found in local newspapers.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1c, 1d, 1e, 2b, 2c, 2d, 3d, 4a, 7g, 7j.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE2.05, RE3.01, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.04, WR2.01, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, WR5.03, WR5.04.

### Planning Notes

- Because not every local newspaper contains sufficient materials for the advice aspect of this activity, the opportunity is given for the teacher to work with letters to the editor or editorials to complete this assignment. Where the possibility to do both exists, the teacher is encouraged to allow the students to choose which aspect of the activity they would like to do.
- Collect numerous advice column letters and responses to them from local newspapers, or collect a number of letters to the editor and editorials from local newspapers. Collect scripture readings that include advice from individuals in the Bible (e.g., Solomon's advice in Proverbs 1:20-33, 7:6-27, 10:1-29, 31:1-31, St Paul's Letters: 1 Corinthians 6:12-20, 13: 1-13, Galatians 6:1-10, Ephesians 6:1-4, Philippians 3:12-21).
- The readings from the Bible will be integrated into the activity regardless of which aspect of the activity (advice/editorial opinions) the teacher has chosen to use.
- Encourage students to bring in advice columns/editorial opinions from magazines of personal interest, such as sports magazines, fitness magazines, or teen magazines, reminding students that any material brought in must be in keeping with the moral tone of the school.
- Review all advice/editorial items prior to use to ensure that the material they contain reflects Gospel values and ethics.
- Discuss any letters that do not promote Gospel values and ethics stressing our Catholic perspective.
- Conference with Religion teacher concerning current issues and themes being discussed in that course. Conference with Family Studies and Physical Education/Health teachers to discuss current themes and issues such nutrition, child rearing etc. that may be being discussed in those classes.
- If the teacher elects to use letters to the editor and editorials, he/she should consult with teachers in other subject areas such as Canadian and World Studies, Law, Guidance and Career Education, Business Studies and Technological Education to identify topics and issues that may be of interest and provide a cross-curricular activity.
- If available, invite your school chaplain to participate in the discussions that may be generated by sensitive subject material.
- Refer to students' IEPs in order to make necessary accommodations and/or modifications.

## Prior Knowledge Required

Students will:

- have a basic understanding of the letter-writing format used for advice columns as covered in Unit 1, Activity 6);
- be aware of their intended audience;
- be aware of acceptable responses reflecting Gospel values and ethics;
- have a basic understanding of computer software (word processing).

## Teaching/Learning Strategies

The teacher will:

- read three or four advice column letters and responses, including at least one from the Bible. Suggestions include Galatians 6, Ephesians 6, and 1 Corinthians 13, and have students outline the format of a letter giving/requesting advice, and respond in their Portfolios of Written Work to the advice requested and received.
- point out the need for objectivity when giving advice, and ask the students to explain why this objectivity is needed.
- if the teacher wishes, as an extension activity, students may choose to compare advice from several years ago with advice today. Some areas that might prove interesting are the role of women, wedding etiquette, child rearing strategies, dating rules, and labour laws. **Or**, read three or four letters to the editor or editorials, including at least one selection from the Bible (Old Testament prophets such as Isaiah, Ezekiel, and Daniel who wrote to encourage or threaten the people of Israel) and have students outline the format of the opinion, state whether or not they agree with the comments, and respond in their Portfolios of Written Work to the opinions voiced.
- have students brainstorm general situations in which a person might need advice, e.g., health issues, exercise, pet care, looking for a job, or improving their grades. Have students select a situation from the compiled list, and write a letter requesting advice on the issue.
- collect the letters and redistribute them to other students who will write a response giving advice on the issue. Remind students that their advice must be in keeping with the Catholic philosophy of the school. **Or**, have students brainstorm a variety of topics that could be used to generate editorial opinions. Students will select one topic from the compiled list, and write an editorial on that topic.
- collect the editorials and redistribute them to other students who will write a letter to the editor voicing their opinion on the subject. Remind students that their letters must be in keeping with the Catholic philosophy.

Students will:

- write a letter requesting advice on an issue such as health, exercise, pet care, looking for a job, dealing with peer problems, etc.
- write a response letter offering advice or a solution to one of their peer's concerns. **Or**, write an editorial on a topic of concern to the students in the school on an issue such as the food in the cafeteria, etiquette in the halls, behaviour at school dances, the need for more extra-curricular activities, etc.
- write a letter to the editor based on one of the editorials.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of students at work (Appendix 1.16)
- Checklist to assess group work (Appendix 1.14)
- Teacher-student conferences to provide feedback on the writing process

- Self-editing checklist for writing a letter (Appendix 1.10)
- Peer editing checklist to provide feedback on the writing process (Appendix 1.11)
- Portfolio of Written Work and Personal Dictionary entries

### Accommodations

- Peer tutor to help with reading and writing skills
- Assistance with organization skills
- Flexible timelines
- Dual language dictionaries

### Resources

Local newspaper, community newspaper

Canadian newspapers and other publications

A variety of magazines on different topics such as fitness, health, fashion, etc.

Teen magazines, Sports magazines

Catholic publications

*Holy Bible, Catholic Edition, New Revised Standard Version*

Internet browsers such as Netscape

Computer software (word processing)

## Activity 4: Technical Writing: How to....

**Time:** 180 minutes

### Description

The purpose of this activity is to provide students with the opportunity to examine various examples of instructional material, increase their knowledge and understanding of sequencing and time qualifiers, and practise their technical writing abilities. Students will write a “How to” article that incorporates appropriate use of terminology, sequencing, and grammatical structures.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2b, 2d, 4c, 4e, 5e, 5f, 7b.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.01, RE2.05, RE3.01, RE4.02, RE4.03, WR1.01, WR2.01, WR2.02, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.02, WR5.03, WR5.04.

### Planning Notes

- The teacher should collect various examples of “How to” articles from a number of sources including newspapers, magazines, and the Internet.
- Consult with teachers in other subject areas for possible “How to” materials that could be used in this activity.
- The teacher, with student collaboration, should develop a marking scheme for the assessment of the “How to” article and provide copies to the students prior to the activity.
- The teacher and the students should produce a checklist for the essential steps of “How to” articles.

- The teacher should reserve the Library/Resource Centre or Computer Lab for preparation and revisions to writing activity.
- The teacher should refer to students' IEPs in order to make necessary accommodations and/or modifications.

## Prior Knowledge Required

Students will:

- know how to follow steps in a recipe or similar activity;
- be familiar with the use of computer software (word processing);
- be aware of the format and language associated with expository prose;
- be familiar with the steps involved in the writing process.

## Teaching/Learning Strategies

The teacher will:

- direct students in a brainstorming activity: "How do you . . .?" (make a sandwich, tie a bow, do research in a library, complete an application form for a job, solve a mathematical equation, or pray the rosary).
- direct the students in orally describing the sequenced steps involved in completing an activity, and record the information for later reference.
- discuss the importance of sequencing and identify words that act as time qualifiers, e.g., then, before, after, throughout, following, etc. and record them on the chalkboard. Have students suggest other aspects of "how to" articles that are also important, including detailed instructions, lists of materials, and diagrams.
- with the students, develop a checklist for a "How to" article.
- with student assistance, develop a marking scheme for assessing the final article.
- distribute a variety of "How to" articles.
- students are to read at least two articles, and in their Portfolios of Written Work, comment on the effectiveness of the articles and whether or not they feel they could do what the articles describe from the instructions given.
- instruct students to examine the articles, identify the primary time qualifiers used in the articles, and record them in their personal dictionaries (sequential words such as first, second, later, after etc.).
- have students brainstorm possible topics for a "How to" article. Have them select one topic and write an article on that topic.
- encourage students to select topics that reflect other subject, community or cultural activities.

Students will:

- develop a "How to" article using appropriate written expression, sequencing and time qualifiers.
- complete their revised work using word processing software.
- write in their Portfolios of Written Work and add to their Personal Dictionaries

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of the students using the various steps of the writing process
- Checklist for "How to" article
- "How to" article assessed according to marking scheme developed by the class
- Portfolio of Written Work and Personal Dictionary entries

### Accommodations

- Peer tutor or help from Special Education staff
- Dual language dictionaries
- Flexible timeline for completion of assignment

### Resources

Local, community, Canadian newspapers, magazines, and journals

Textbooks from other subject areas

Repair/assembly manuals, cookbooks

Word processing software

Internet

## Activity 5: Advertising and its Moral Implications

**Time:** 180 minutes

### Description

The purpose of this activity is to allow students to explore the moral, ethical, and religious implications of contemporary advertisements found in everyday newspapers, magazines, on clothing, billboards, television, radio, Internet, and those delivered daily to their homes. Students will examine, discuss and reflect on these advertisements and have the opportunity to rewrite an ad emphasizing appropriate Gospel values and ethics.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2b, 2c, 2d, 2e, 3b, 4a, 4g, 5e, 5g, 7b, 7g.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.01, RE1.02, RE1.04, RE2.05, RE3.01, RE4.01, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR1.04, WR2.03, WR3.01, WR3.02, WR4.01, WR4.02, WR4.03, WR4.05, WR5.02, WR5.03, WR5.04.

### Planning Notes

- Collect advertisements including effective, morally sound ads, as well as controversial ads with inappropriate moral, ethical and religious implications.
- Arrange for an overhead projector, and audio-visual equipment needed in the activity.
- Make overheads of about a dozen magazine ads that are aimed at different segments of the population to ensure diversity.
- Invite the school chaplain to discuss the moral implications of modern advertising. Show him/her the selected advertisements, so that he/she may be prepared to discuss all of the advertisements and provide students with a better understanding of the Christian perspective on advertising.
- Prepare a handout outlining the techniques of advertising, e.g., celebrity spokesperson, weasel words, positioning, sexual innuendo, appeal to authority, etc.
- Reserve the Library/Resource Centre and Computer Lab.
- Provide supplies, such as construction paper, markers, pencil crayons, scissors, and glue.

- Provide Canadian magazines, newspapers and packaged ads delivered with the mail for the students to view.
- Provide samples of clothing with and without advertising on it.
- Refer to the students' IEPs for necessary accommodations and/or modifications.

## Prior Knowledge Required

Students will:

- have a basic understanding of the advertisements found in newspapers, magazines etc.;
- be aware of Gospel values and ethics as stated previously in this course;
- be aware of school rules and regulations for the Library/Resource Centre and Computer Lab.

## Teaching and Learning Strategies

The teacher will:

- ask the students to give examples of advertisements they think are successful and why (e.g., car ads for luxury automobiles, and utility vehicles, clothing ads such as ads for brand name soups).
- show students a selection of products and discuss how advertisers use packaging to attract or discourage buyers, e.g., new cigarette packaging.
- using an overhead projector, show students a number of ads, and ask them to identify the target market for a particular product. Explain different techniques used by advertisers to be successful, e.g., celebrities, promises of success, status symbols, weasel words, male/female attractiveness, fear of not belonging, humour, slogans, repetition, appeals to authority, documented proof, etc. Make sure both the negative and the positive techniques of advertising are explored.
- show the students advertisements and have them discuss why/how each is successful, and includes Gospel values and ethics (sanctity of the human body, respect for the individual, and equality) or how each is inappropriate, (false claims, racial/cultural/sexual exploitation, and the promotion of unhealthy lifestyles).
- distribute copies of the list of the Life's Problems from the Teachings of Jesus Christ (Appendix 3.2). Have students discuss the sins and give examples of them. In their Portfolios of Written Work, ask students to respond to the statement "Current society accepts, as normal and tolerable, many behaviours and attitudes that used to be considered sinful." Encourage students to share their opinions.
- examine the positive and negative aspects of a few selected ads. Have students discuss how the negative aspects of ads encourage personal and social sins (see definitions in Appendix 3.2).
- hand out Appendix 3.3 listing the Beatitudes and Christian Virtues and Character. Discuss these with the students as they demonstrate the positive side of advertising, for example, ads requesting donations to various charities, ads encouraging family interaction, and ads promoting healthy lifestyles.
- display/list each ad under one of the two headings: Morally Sound or Morally Weak.
- together with students, design a checklist for a morally sound advertisement.

Students will:

- reflect in their Portfolio of Written Work concerning the way advertisers do not "respect the dignity of the person".
- choose one of the inappropriate ads (previously discussed) and redesign it to promote the product in a positive, eye-catching manner that reflects Gospel values and ethics. Students may choose to submit their redesigned ads to the product manufacturers.

## Assessment/Evaluation Techniques

**Formative Assessment**

- Informal teacher observation of students at work and in group discussions
- Student/teacher conferences, peer conferences
- Checklist for completed redesigned advertisement
- Portfolio of Written Work and Personal Dictionary entries

## Accommodations

- Peer tutor or Special Education assistance for completion of written task
- Flexible timeline for completion of task
- Dual language dictionaries

## Resources

Canadian newspapers, magazines, journals, and Catholic publications

Packaged advertisements, product/clothing samples

Video tapes of commercial ads

Word processing software

Internet

# Activity 6: Creating and Publishing a Newspaper

**Time:** 180 minutes

## Description

The purpose of this activity is to bring together all of the various types of non-fiction information studied in this unit. In this activity students, working in teams of three or four, will create a newspaper. Students may choose the type of newspaper they would like to create such as a community paper, a school paper, or a class paper. Each newspaper will demonstrate an understanding of the various aspects of a newspaper, the different styles of writing found within one, and the need for quality and substance in the articles, and contain examples of each style of writing covered in this unit.

## Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1d, 2a, 2b, 2c, 2d, 4a, 4c, 4e, 5a, 5b, 5e, 5f, 7b, 7g.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.01, RE1.04, RE2.02, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.03, WR1.04, WR2.01, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

## Planning Notes

- In order for this activity to be successful, students must incorporate the knowledge acquired from the completed activities in this unit as well as those in Unit 1.
- The teacher will provide a variety of different newspapers/newsletters that students can use as samples for their newspapers.

- The teacher will reserve the Library/Resource Centre and Computer Lab for students who need to do research, and complete their newspapers, and will ensure students abide by school board protocol for Internet use.
- Students may use the products of prior activities from this unit in their newspapers.
- Teachers should refer to students' IEPs for relevant accommodations and/or modifications.

## Prior Knowledge Required

Students will:

- be aware of what is suitable for print material based on the moral tone of the school and Gospel values and ethics as discussed earlier in the course;
- have completed all of the previous activities in this unit;
- be aware of the audience, language, and format of each section of the newspaper;
- be aware of the constraints in time and space for writing for a newspaper;
- be capable of using the computer and the Internet for research and publication;
- be aware of school board protocol with regards to the Internet.

## Teacher/Learning Strategies

The teacher will:

- collaborate with students to develop a checklist for the essential sections to be included in the newspaper.
- will provide students with a copy of the checklist that will be used to evaluate the newspaper. (Appendix 3.4)
- divide the students into groups, and instruct the groups to select the type of newspaper they would like to produce and the format they wish to use.
- distribute the appropriate examples of journalistic materials for students to use as a resource.

Students will:

- collaborate on the creation of a newspaper. Students will use a word processor to complete the activity. Final size of the newspaper will be up to the students (full size, tabloid, letter size, or legal size).
- research, write, peer conference and revise articles needed to meet the specifications of the assignment.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of students at work on the various stages of their newspaper
- Group work checklist to assess individual contribution to finished product (Appendix 1.14)
- Peer editing checklist (Appendix 1.11)
- Student/teacher conferences
- Completed assignments from previous activities

### Summative Assessment

- Newspaper produced by the students evaluated by the Newspaper Rubric (Appendix 3.4)
- Portfolios of Written Work assessed by Portfolios of Written Work Rubric (Appendix 1.18)
- Personal Dictionary assessed by Personal Dictionary Rubric (Appendix 1.17)

## Accommodations

- Peer tutoring or Special Education Assistance for completion of assigned task
- Assistance with organizational skills
- Dual language dictionary
- Time management techniques
- Modified assignment lengths/timelines for the completion of the task

## Resources

Local, school, community, church newsletters and newspapers

Cookbooks, manuals

Software: desktop publishing, word processing

CD-ROMs

Internet

# Appendix 3.1

## Newspaper Scavenger Hunt

To complete this activity, you will have to find the following items in the newspaper provided. Paste the items on the paper provided. Add comments as instructed.

| | |
|---|---|
| 1. A local news item | *Who/what is the focus of the story?* |
| 2. A world news item | *Where/when did the story take place?* |
| 3. A national news item | *How/why is this story important to Canadians?* |
| 4. A letter to the editor | *Is this fact or opinion? Explain your answer.* |
| 5. A horoscope entry for someone born the 17th of June and your own horoscope entry. | |
| 6. A weather prediction for the next day | *Is this item fact, fiction or opinion? Why?* |
| 7. A sports' story and a statistic | |
| 8. An editorial | *Is this item fact or fiction? Does the entire group agree on the opinion? Express own opinion on this issue.* |
| 9. Fiction is not the same as opinion. Find an example of fiction. | *Why is this item fiction?* |
| 10. A public service announcement | |
| 11. A political/editorial/work related cartoon | *What does the cartoon mean?* |
| 12. An advice column | *Do you agree with the advice? Why/why not?* |
| 13. A "How to" article | *Could you follow the instructions given? Explain your answer.* |
| 14. A picture and caption | *Explain the picture. Do you think it is an effective way of reporting this issue? Why/Why not?* |

## Appendix 3.2

### Personal and Social Sin

**Definitions**

**Personal Sin:** Personal Sin involves the act of an individual — either they commit an act that is wrong or they fail to do something that is right.

**Social Sin:** Social Sin involves the collective behaviour of a group of people — for example: a group commits an act of discrimination against a minority group or the group ignores the needs of the poor in society.

**Life's Problems from the Teachings of Jesus Christ**

| | |
|---|---|
| **Adversity**<br>Matthew 10: 16-39 | **Greed**<br>Luke 12: 15-21, Matthew 6: 20,21 |
| **Anger**<br>Matthew 5: 22-24 | **Hatred**<br>Matthew 5: 43-48 |
| **Bible Reading**<br>John 5: 39, Matthew 24: 35 | **Honesty**<br>Luke 19: 11-26 |
| **Brotherly Love**<br>John 13: 34, 35 | **Honour to Parents**<br>Matthew 15: 4, Mark 10: 19 |
| **Compassion**<br>Luke 10: 30-37 | **Intemperance**<br>Luke 21: 34-36 |
| **Conceit**<br>Luke 18: 9-4 | **Marriage**<br>Mark 10: 2-12 |
| **Crime**<br>Matthew 15: 11, 17-20 | **Prayer**<br>Luke 11: 1-13 |
| **Death**<br>Luke 16: 19-31, John 11: 25,26 | **Revenge**<br>Matthew 5: 43-48 |
| **Deceit**<br>Matthew 23: 27, 28 | **Riches**<br>Mark 10: 17-31, John 3: 13-21 |
| **Doubting**<br>John 20: 24-29 | **Righteousness**<br>Matthew 5: 20, John 3: 13-21 |
| **Enemies**<br>Matthew 5:10, 43-48 | **Salvation**<br>John 3: 16, John 5: 24 |
| **Extravagance**<br>Luke 12: 16-31 | **Sin**<br>John 8: 24, 34-36 |
| **Fault Finding**<br>Matthew 7: 1-5 | **Sincerity**<br>Matthew 7: 15-27 |
| **Forgiveness**<br>Matthew 18: 21-35, Mark 11: 25, 26 | **Swearing**<br>Matthew 5: 33-37 |
| **Friendship**<br>John 15: 12, 17 | **Truth**<br>John 14: 6 |

## Appendix 3.3

### The Beatitudes

**Matthew 5:3-12**
“Blessed are the poor in spirit, for theirs is the kingdom of heaven.”
“Blessed are those who mourn, for they will be comforted.”
“Blessed are the meek for they will inherit the earth.”
“Blessed are those who hunger and thirst for righteousness, for they will be filled.”
“Blessed are the merciful, for they will receive mercy.”
“Blessed are the pure in heart, for they will see God.”
“Blessed are the peacemakers, for they will be called children of God.”
“Blessed are those who are prosecuted for righteousness’ sake, for theirs is the kingdom of heaven.”
“Blessed are you when people revile you and utter all kinds of evil against you falsely on my account. Rejoice and be glad, for your reward is great in heaven, for in the same way they persecuted the prophets who were before you.”

**Christian Virtues and Character**

| | |
|---|---|
| **Cheerfulness**<br>Philippians 4: 4, Colossians 3: 16, 17 | **Liberality**<br>2 Corinthians 9: 6-18 |
| **Cleanliness**<br>2 Corinthians 7: 1 | **Love**<br>1 John 4: 7, 8 |
| **Courage**<br>Philippians 1: 27, 28 | **Meekness**<br>Matthew 5:5 |
| **Diligence**<br>Romans 12: 10-13 | **Mercy**<br>Matthew 5: 7 |
| **Discretion**<br>Ephesians 5: 15-17 | **Obedience**<br>Romans 13: 1-7 |
| **Endurance**<br>2 Timothy 2: 3 | **Patience**<br>Hebrews 10: 36, 37 |
| **Faith**<br>Mark 11: 22-24 | **Peacefulness**<br>Romans 12: 18 |
| **Faithfulness**<br>1 Corinthians 4: 2 | **Prudence**<br>James 1: 19 |
| **Forgiveness**<br>Ephesians 4: 31, 32 | **Pure Thinking**<br>Philippians 4: 8 |
| **Friendliness**<br>Romans 12: 15, 18 | **Purity**<br>2 Timothy 2: 22 |
| **Gratitude**<br>Philippians 4: 6 | **Steadfastness**<br>Ephesians 6: 10-20 |
| **Honesty**<br>Romans 12:17 | **Sympathy**<br>1 Peter 3: 8, 9 |
| **Honour**<br>1 Peter 2:17 | **Temperance**<br>1 Corinthians 9: 25-27 |
| **Humility**<br>Philippians 2: 3-11 | **Truthfulness**<br>Ephesians 4: 14-16, 25, 29 |

## Appendix 3.4

### Newspaper Rubric

Name:

| Criteria | Limited Level 1 | Some Level 2 | Considerable Level 3 | Thorough Level 4 |
|---|---|---|---|---|
| **Knowledge/Understanding** | | | | |
| Front page is organized, as a front page should be, to facilitate readers' access to key articles. | | | | |
| The use of space and layout are effective and eye-catching to assist the reader. | | | | |
| Articles use the 5Ws and the H, and the inverted pyramid method. | | | | |
| **Thinking/Inquiry**<br>News articles present facts clearly without bias or exaggeration. | | | | |
| Information is presented logically. | | | | |
| All articles have been thoroughly researched and are accurate. | | | | |
| "How to" information/instructions are clear. Illustrations are useful. | | | | |
| Topics for editorials/letters/opinions are timely and interesting. | | | | |
| Items created by the publishers show evidence of critical and creative thinking, and research. | | | | |
| **Communication**<br>The level of language is consistent with the intended audience. | | | | |
| Sentences were well constructed and suitable to various items. | | | | |
| The information presented was clear and easily understood. | | | | |
| Ads used demonstrated sound advertising principles. | | | | |
| **Application**<br>Newspaper presentation demonstrated an understanding of good principles of graphical text. | | | | |
| The writing demonstrated appropriate vocabulary and language development. | | | | |
| Newspaper demonstrates cross-curricular and community connections. | | | | |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

## Unit 4: Poetry

**Time:** 12 hours (including 5 hours from Unit 1)

### Description

In this unit students will learn various types of poetic devices with an emphasis on form, rhyme, rhythm, and imagery. Students will read, write, and explore poems, prayers, songs, and psalms to demonstrate an understanding and appreciation of poetic forms. The themes found in modern music and poetry will be examined and discussed to create a social awareness of the role of Gospel values in promoting a just and compassionate society. The personal growth and creativity of the student will be demonstrated by the compilation of a personal anthology of poems, prayers, and songs.

### Strand(s) and Expectations

### Ontario Catholic School Graduate Expectations

CGE1f - seek intimacy with God and celebrate communion with God, others and creation through prayer and worship;
CGE1j - recognize that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption (Witnesses to Faith);
CGE2a - listen actively and critically to understand and learn in light of gospel values;
CGE2b - read, understand, and use written materials effectively;
CGE2c - present information and ideas clearly and honestly and with sensitivity to others;
CGE3b - create, adapt, and evaluate new ideas in light of the common good;
CGE4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b - demonstrate flexibility and adaptability;
CGE4c - take initiative and demonstrate Christian leadership;
CGE4e - set appropriate goals and priorities in school, work, and personal life;
CGE5b - think critically about the meaning and purpose of work;
CGE5e - respect the rights, responsibilities, and contributions of self and others;
CGE5f - exercise Christian leadership in the achievement of individual and group goals;
CGE5g - achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE7b - accept accountability for one's own actions;
CGE7d - promote the sacredness of life;
CGE7f - respect and affirms the diversity and interdependence of the world's peoples and cultures.

**Strand(s):** Reading Skills, Writing Skills

### Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;

WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources where appropriate.

## Specific Expectations

RE1.05 - compare their own interpretations of texts with those of others (e.g., record responses to self-selected materials and share them with others in a small group; chart and compare various responses to the actions of a character in a novel; discuss different interpretations of the same text and suggest possible reasons for the differences; compare their own preferences for authors, genres, and topics with those of peers; explain how personal values and perspectives influence responses to and interpretations of texts);
RE2.04 - use knowledge of the elements of poetry, with an emphasis on form, rhyme, rhythm, and imagery, to understand and interpret poems;
RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively (e.g., discuss how descriptive language helps create a mood in a short story or poem; explain how connecting words help clarify the sequence in a set of instructions; describe how precise technical words strengthen the message in an article about safety);
RE3.02 - explain how authors use simile, metaphor, personification, and foreshadowing to communicate thoughts, feelings, and information (e.g., explain the explicit comparison made in a simile and discuss how it adds to meaning; identify the implied comparison made in a metaphor and relate it to the theme of a poem; describe the use of literary devices such as hyperbole, personification, irony, and simile for impact or emphasis in texts);
RE4.01 - preview vocabulary before reading (e.g., skim and scan texts to identify unfamiliar words and look them up in a dictionary or glossary);
RE4.02 - use word-identification strategies while reading (e.g., sound out unfamiliar words; scan texts for key words; read ahead in the passage to find or deduce the meaning of an unfamiliar word or phrase; use root words, prefixes, and suffixes to determine the meaning of specialized vocabulary);
RE4.03 - use context to determine the meaning of unfamiliar words (e.g., use the surrounding information and vocabulary in a sentence or paragraph to deduce or infer the meaning of abstract or specialized words; use accompanying illustrations, diagrams, and charts to determine the meaning of unfamiliar words and phrases in a textbook);
RE4.04 - use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing (e.g., brainstorm approaches to a topic; use graphic organizers to connect and structure ideas; use charts and graphs as sources of information; identify key words to narrow a topic);
WR1.03 - locate and record information from a variety of print and electronic sources (e.g., use an electronic catalogue in the library or an Internet search engine to locate information from textbooks, encyclopedias, magazines, CD-ROMs, and websites; use highlighting, note making, paraphrasing, and summarizing to gather and record relevant information);
WR2.02 - describe the form, purpose, and intended audience for each piece of writing;
WR4.01 - revise drafts to strengthen the content (e.g., use feedback from a partner to identify incomplete ideas or lack of details; read passages aloud to identify unnecessary or incorrectly placed information);
WR4.02 - revise the organization of drafts to improve clarity of thought and expression (e.g., use a highlighter to track the logical development of ideas; use a word-processing program to reorder sentences, paragraphs, or sections of a draft; combine simple sentences to show a clear relationship between ideas);

WR4.03 - revise drafts to improve coherence (e.g., signal transitions with appropriate transition words and phrases; check for consistency between the topic sentence and the concluding statement);
WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience (e.g., maintain consistent use of the impersonal third person in the summary of a report; check the use of the first person in a friendly letter; review the use of formal language in a short essay describing the theme of a novel studied);
WR5.02 - describe and use strategies to edit, proofread, and correct written work (e.g., use peer feedback to identify errors in sentence structure and grammar; use spell checkers to flag possible spelling errors; replace incorrectly used homophones and homonyms);
WR5.03 - identify and use appropriate and effective techniques and formats to publish written work (e.g., word-process the final copy of a short story; edit and format a class anthology of effective student writing; add diagrams and charts to a report for a bulletin-board display);
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

- Grammar and Usage: Identify the rules of subject-verb and pronoun agreement and apply them correctly;
- Grammar and Usage: Identify and use correctly the principal parts of irregular verbs;
- Spelling: Identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors (e.g., use knowledge of word patterns, word families, root words, prefixes, suffixes, and syllabication to check spelling; use a variety of spelling references, such as dictionaries and spell checkers, to flag possible errors);
- Spelling: Spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns (e.g., check a dictionary for the correct spelling of abbreviations and technical terms);
- Punctuation: Identify the use of effective punctuation when reading and use punctuation correctly when writing.

## Activity Titles (Time + Sequence)

| | | |
|---|---|---|
| Activity 1 | The Elements of Poetry Poetic Language | 180 minutes |
| Activity 2 | Reading, Exploring and Analysing Poetic Forms | 180 minutes |
| Activity 3 | Modelling and Writing Songs, Psalms and Prayers | 240 minutes |
| Activity 4 | Social Awareness Sharing Values | 120 minutes |
| Activity 5 | Special Occasion Poetry | 120 minutes |
| Activity 6 | The Student Poet Personal Anthology | 180 minutes |

## Unit Planning Notes

- In addition to the 12 hours allotted for this unit, approximately five hours should be devoted to the writing process and the continued strengthening of essential reading and writing skills. These hours will be ongoing throughout the unit.
- The student-produced anthology of poems will be a culminating activity for summative evaluation demonstrating the knowledge students will acquire in this unit.
- The following details should be arranged prior to the start of the unit:
  - Collect a variety of poems, songs, psalms and prayers based on the interests, needs and abilities of the students.
  - Provide materials needed for the completion of activities and culminating assignment such as construction paper, and markers.

  - Encourage students to bring in poems, songs, psalms and prayers of personal interest to themselves and their peer group, and which are appropriate to the moral tone of the school.
  - Provide time for student sharing and discussion of personal poems, songs, psalms, and prayers.
  - Be prepared to model the reading of a poem.
  - Be prepared to discuss the meaning, message, ideas, and feelings found in the selected poems.
  - Ensure that the materials selected for classroom use reflect Canadian cultural diversity.
  - Be prepared to discuss bias as it applies to appearance, belief systems, disabilities, family structure, gender, race, and ethno-cultural, socio-economic differences.
  - Reserve the Library and Computer Lab for research and the completion of the anthology project.
  - Ensure that suitable materials are used in the classroom, reflecting the Gospel values and ethics including peace, Christ-like love, acceptance of others and dignity of the human person.
- Promote a positive, inclusive environment based on respect and co-operation.
- Ensure students explore each poetic form with sensitivity to others, in light of Gospel values and ethics such as respect, honesty, inclusivity, generosity, and acceptance.
- The teacher should refer to students' IEPs for necessary accommodations and/or modifications.

## Prior Knowledge Required

Students will:

- have had experience in previous English courses with reading and writing poetry;
- have basic knowledge of word processing and the Internet;
- be aware of suitable material for classroom use based on Gospel values and ethics previously addressed in this course;
- be aware of school rules and regulations for the use of the Library, Computer Lab and the school board protocol for use of the Internet;
- treat one another in a manner that reflects Gospel values and ethics, and is in keeping with the Catholic philosophy of the school.

## Teaching/Learning Strategies

- Teacher-led Socratic lessons
- Collaborative learning
- Reinforcement activities
- Brainstorming
- Creating class poetry
- Discussing the language of poetry
- Analysing form
- Interpreting theme
- Modelling reading
- Oral, silent, and choral reading
- Setting a specific mood in the class for students to read, write and hear different poetic forms
- Creating opportunities for peer and teacher conferencing
- Examining modern songs and discussing social values
- Providing an opportunity for daily reflective writing
- Highlighting religious symbols and experiences found in prayers, psalms, poems and songs.
- Publishing a personal anthology of poems with the opportunity to submit poems to magazines and contests

## Assessment and Evaluation

**Formative Assessment**

- Teacher/student conferences to provide feedback on the creation of various poems
- Self-assessment checklist developed by students and the teacher for poetry writing
- Informal teacher observation of group work and class discussions
- Anthology of Poetry Checklist to allow feedback through conferencing
- Entries in Poetry Journal section of the Portfolio of Written Work
- Entries in Personal Dictionary
- Portfolio of Written Work containing examples of student created poetry
- Questions based on the forms of poetry, its language and literary/poetic devices, and the content of selected poems

**Summative Evaluation**

- Student-created anthology of poems assessed by a collaboratively designed rubric
- Portfolio of Written Work assessed by the Portfolio of Written Work Rubric (Appendix 1.18)
- Personal Dictionary assessed by the Personal Dictionary Rubric (Appendix 1.17)

## Accommodations

- Preferential/strategic seating
- Peer tutor or assistance from Special Education to complete assigned tasks
- Flexible assignment lengths and deadlines for assignments
- Enlarged print
- Assistance with organization skills
- Dual language dictionaries

## Resources

Canadian Poetry anthologies such as:

David, Jack and Robert Lecker. *Canadian Poetry, Volumes I and II*. Canada: New Press, 1994.

Footman, Jennifer. *An Invisible Accordion: A Canadian Poetry Anthology*. Canada: Broken Jaw, 1995.

Harris, Michael. *The Signal Anthology: Contemporary Canadian Poetry*. Canada: Vehicule Press.

Hyland, Sheila. *Strong winds: The Second Canadian Poetry Association Anthology*. Canada: Broken Jaw, 1997.

Jones, Blackfoot Robert, Gina Jones, and Maryellen Baker. *The Healing Blanket: Stories, Values and Poetry from Ojibwe Elders and Teachers*. Commune-a-key, 1999.

Kirkland, G. and R. Davies. *Choices: Exploring Fiction, Poetry and Non-fiction*. Scarborough: Harcourt Brace, Canada Inc., 1995.

Quan, Andy and Jim Wong-Chu. *Swallowing Clouds: An Anthology of Chinese-Canadian Poetry*. Canada: Arsenal Pulp, 1999.

Robinson, S. and M. Iveson. *(Multisource Series) Imagine Poetry*. Toronto: Prentice-Hall, Canada, 1993.

Rothchin, Glen and Seymour Mayne. *Jerusalem: An Anthology of Jewish Canadian Poetry*. Canada: Vehicule Press.

Roy, Ken. *Relationships and Responsibility: Exploring Fiction, Poetry and Non-fiction*. Scarborough: Harcourt Brace, Canada Inc., 1995.

Other poetry anthologies such as:

Interneyer, Louis and Joan Walsh Anglund. *Golden Books Family Treasury of Poetry*. Golden Books, 1998.

Other anthologies containing poetry that are currently in use in the school

Student produced anthologies of poems

How to read and write poetry manuals such as:

Hirsh, Edward. *How to Read a Poem and Fall in Love with Poetry*. Scarborough: Harcourt Brace, Canada Inc., 1999.

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

Other versions of the Holy Bible including the King James Version

Prayer books, and other devotional material, hymn books, song books

Lyrics to popular songs, bumper stickers, T-shirts, and greeting cards

Computer software (desk top publishing, word processing)

Internet websites such as:

http://poetry.com
http://www.teenlit.com
http://www.zinebook.com
http://www.sowashco.com/writersjournal
http://www.cader.com
postmaster@bluemountain.com

Music CDs and tapes

Taped poetry (from bookstores or teacher produced)

Rhyming Dictionaries

Dictionaries and thesauri

## Activity 1: The Elements of Poetry – Poetic Language

**Time:** 180 minutes

### Description

This activity is designed to increase students' awareness of the elements of poetry, specifically the language of poetry, its imagery, figures of speech, sound devices, and use of specific vocabulary to set the mood or tone of the poem. The teacher will introduce and familiarize students with poetry through reading, and discussing the language, message, meaning, ideas, mood, tone, and the feelings generated by the poems studied. In groups, students will read a variety of poems and identify the required elements of poetry found in them. Students will respond to the poems in their Poetry Journals.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2b, 4b, 5f.
**Strand(s):** Reading Skills, Writing Skills
**Overall Expectations:** REV.01, REV.02, REV.03, REV.04 WRV.01, WRV.02.
**Specific Expectations:** RE1.05, RE2.04, RE3.01, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.02, WR2.02.

## Planning Notes

- Collect a wide variety of poems that emphasize the language of poetry including imagery, figures of speech such as simile, metaphor, personification, hyperbole, alliteration, onomatopoeia, rhyme, and rhythm.
- For the initial reading, select one familiar and captivating poem or song that includes imagery, rhyme, and rhythm. Gordon Lightfoot's, "The Wreck of the Edmund Fitzgerald," is an excellent example.
- Design a Poems I Have Read chart, which includes the headings: Poem Title, Author, Poetic Elements, Theme, and Comment. This chart will be used throughout the unit.
- Continue to use of the Portfolios of Written Work introduced in Unit 1 by creating a section to be used as a Poetry Journal for this unit.
- Provide guiding questions for each journal entry related to the poems or concepts being studied.
- Prepare formal definitions of simile, metaphor, hyperbole, onomatopoeia, personification, alliteration, imagery, mood, tone, rhyme, and rhythm.
- Design poetry stations to be used for the group activities in this unit.
- Select a number of poems (five or six) to place at each workstation. Each workstation must have copies of the same poems. Workstations will be divided into the categories: imagery and figures of speech, message and meaning, mood and tone, and sound and rhythm.
- Provide large sheets of paper and markers on which each expert group will record its findings.
- The teacher should refer to the students' IEPs for necessary accommodation and/or modifications.

## Prior Knowledge Required

Students will:

- have developed skills for working independently and co-operatively in groups;
- have some experience reading poetry from previous English courses and personal reading;
- have a basic knowledge of imagery and figures of speech;
- be familiar with the guidelines for Portfolio of Written Work entries.

## Teaching/Learning Strategies

The teacher will:

- ask the students to define poetry and give examples of different places poetry can be found.
- have students brainstorm a list of what they consider to be the essential elements of poetry.
- read a familiar, captivating poem such as "The Wreck of the Edmund Fitzgerald" by Gordon Lightfoot. The teacher may wish to play the recording of the song as an introduction and have students read along by giving them a copy of the lyrics.
- allow students to discuss the poem/song (language, rhythm, message, meaning, ideas and feelings) and record student observations on the board.
- ask students to suggest possible reasons why the poet wrote that particular poem.
- distribute a Poems I Have Read chart to each student to be kept at the front of the student's notebook.
- explain how the sheet is to be used, and remind each student to record the appropriate information, on the sheet, each time a poem is read.
- instruct students to create a section in their Portfolios of Written Work for Poetry Responses and provide the format to be used in this section.
- provide time at the end of each class for students to record thoughts, feelings and ideas on the poems in their journals. Teachers may wish to provide specific guiding questions for the responses as suggested in each activity.

- distribute the sheet of definitions previously prepared, and discuss them by asking students to provide concrete examples of each term. List examples on the board and have students make note of them.
- read a selection of poems to the class that illustrates the use of the various elements of poetic language, and ask students to comment on their reaction to each poem. Ask them what made them react that way. Some students may react more strongly than others, especially if they have had a personal experience similar to that expressed in the poem.
- have workstations set up with five or six identical and appropriate poems at each station.
- divide the class into home groups with four members each. Follow the Jigsaw strategy (see Appendix 1.13).

Students will:

- go to their "expert" groups and examine the poems according to the guidelines provided at the workstation. For example, one group will look at the poems and discuss its imagery and figures of speech; another group will discuss the poem's tone and mood.
- make notes on each poem, and using the chart paper provided, record their observations to be posted in the classroom.
- return and share their information with their home groups. Since everyone examines the same poems, students should have a good understanding of the way to analyse a poem and the different aspects of each poem.
- participate in a class discussion of the impact of language on the feelings it generates in the readers.

The teacher will:

- remind students to record the poems at each station on the Poems I Have Read chart.
- provide time at the end of the class for students to write in their Poetry Journal completing the statement: My initial feelings about poetry are....
- ask students to bring poems and song lyrics to class to read and discuss in future activities.
- instruct students to begin finding examples of different poems, songs, prayers and psalms that are personal favourites to include in their anthology.
- remind students to continue to add unfamiliar words to their Personal Dictionaries.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of group work
- Completed Jigsaw Group Activities Checklist (Appendix 1.15)
- Completed chart Poems I Have Read
- Completed Poetry Journal entry
- Entries in Personal Dictionaries

## Accommodations

- Peer tutor for reading poems
- Assistance with organization skills
- Enlarged print
- Dual language dictionary
- Access to Special Education Department

### Resources

- Canadian Poetry anthologies such as:
  - David, Jack and Robert Lecker. *Canadian Poetry, Volumes I and II*. Canada: New Press, 1994.
  - Footman, Jennifer. *An Invisible Accordion: A Canadian Poetry Anthology*. Canada: Broken Jaw, 1995.
  - Harris, Michael. *The Signal Anthology: Contemporary Canadian Poetry*. Canada: Vehicule Press.
  - Hyland, Sheila. *Strong Winds: The Second Canadian Poetry Association Anthology*. Canada: Broken Jaw, 1997.
  - Jones, Blackfoot Robert, Gina Jones, and Maryellen Baker. *The Healing Blanket: Stories, Values and Poetry from Ojibwe Elders and Teachers*. Commune-a-key, 1999.
  - Kirkland, G. and R. Davies. *Choices: Exploring Fiction, Poetry and Non-fiction*. Scarborough: Harcourt Brace, Canada Inc., 1995.
  - Quan, Andy and Jim Wong-Chu. *Swallowing Clouds: An Anthology of Chinese-Canadian Poetry*. Canada: Arsenal Pulp, 1999.
  - Robinson, S., and M. Iveson. *(Multisource Series) Imagine Poetry*. Toronto: Prentice-Hall, Canada, 1993.
  - Rothchin, Glen and Seymour Mayne. *Jerusalem: An Anthology of Jewish Canadian Poetry*. Canada: Vehicule Press.
  - Roy, Ken. *Relationships and Responsibility: Exploring Fiction, Poetry and Non-fiction*. Scarborough: Harcourt Brace, Canada Inc., 1995.
- Other poetry anthologies such as:
  - Interneyer, Louis and Joan Walsh Anglund. *Golden Books Family Treasury of Poetry*. Golden Books, 1998.
- Other anthologies that are currently in use in the school containing poetry
- Student produced anthologies of poems
- How to read and write poetry manuals such as:
  - Hirsh, Edward. *How to Read a Poem and Fall in Love with Poetry*. Scarborough: Harcourt Brace, Canada Inc., 1999.
- *Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.
- Other versions of the Holy Bible including the King James Version
- Prayer books, and other devotional material, hymn books, song books
- Lyrics to popular songs, bumper stickers, T-shirts, and greeting cards
- Computer software (desk top publishing, word processing)
- Internet websites such as:
  - http://poetry.com
  - http://www.teenlit.com
  - http://www.zinebook.com
  - http://www.sowashco.com/writersjournal
  - http://www.cader.com
  - postmaster@bluemountain.com

Music CDs and tapes
Taped poetry (available in bookstores, or may be teacher produced)
Rhyming Dictionaries
Dictionaries and thesauri

## Activity 2: Reading, Exploring, and Analysing Poetic Forms

**Time:** 180 minutes

### Description

The purpose of this activity is to review and/or introduce students to various forms of poetry. This activity will allow students to explore and experiment with different poetic forms such as free verse, shape, ballad, haiku, limerick, and concrete while reviewing literary devices commonly used in poetry. Students will work collaboratively in groups to enhance co-operation, respect, and generosity found in Gospel values and ethics. Each student will create at least one poem modelled after those studied here to include in his/her anthology.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2b, 2c, 4b, 5e, 5f.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.02.

**Specific Expectations:** RE1.05, RE2.04, RE3.01, RE3.02, RE4.01, RE4.02, RE4.03 RE4.04, WR2.02.

### Planning Notes

- Choose four or five forms of poetry to discuss with the class (e.g., free verse, shape, ballad, haiku and tanka, limerick, narrative or concrete).
- Divide the class into groups based on the number of forms to be discussed.
- Be prepared with formal definitions and examples of each type of poetry to be examined. Students will keep a copy of these handouts in their personal dictionaries for reference throughout the unit.
- Prepare a number of poetry stations, one for each form of poetry selected.
- Select at least four poems as samples of each form that are age- and level-appropriate for the students to have at the poetry stations.
- Select one short poem of each form to read in the introduction of the lesson, as well as extra poems to read at the end of the class.
- Write a definition and the main characteristics of each poetic form to have at each of the stations.
- Have other poems and a list of authors available to enhance and further student interest.
- Remind students to respect the contribution of others in the classroom.
- Prior to the class, ask students to bring in poems from other countries to share and discuss with the class,

### Prior Knowledge Required

Students will:

- have the skills and knowledge of Gospel values and ethics specifically respect for others, tolerance, and community, and working co-operatively and successfully in group settings;
- have the basic knowledge that many forms of poetry exist;
- have a minimal understanding from previous English courses of some of the literary devices used in poetry.

## Teaching/Learning Strategies

- The teacher will begin the lesson by referring to the previous discussion about where a person might find poetry. On the board, the teacher will list the places named by the students.
- Students will discuss the difference between a poem found in an anthology, and one found on a wall or a T-shirt.
- The teacher will provide the class with samples of unusual poetry such as found poems, dada poems, shape poems, alliteration poems, haiku and tanka, and diamantes.
- Students should examine each poem, and decide what makes that particular style a poem.
- The teacher will distribute copies of each of the forms of poetry to be studied.
- Students will examine and discuss each of the poetic forms and briefly highlight the characteristics of each form of poetry. A suggested selection might be a sonnet, a haiku and tanka, a free verse poem, an ode, and a diamante.
- The teacher will divide the class into groups (the number of groups should reflect the number of forms to be studied) and give each group a number.
- Group members will visit a separate poetry station according to the number given to them by the teacher.
- At each station, students will read and discuss the poems, record its characteristics, and create a similar poem using those at the station as models.
- At a time previously determined by the teacher, the groups will move to the next station until all groups have had a chance to work at each station and with each poetry form.
- The teacher will circulate around the room visiting the various groups to ensure that everyone understands the task to be completed.
- The teacher will lead a whole class discussion to review the various forms studied to reinforce the characteristics and the definition of each form for all the students.
- Group-created poems will be posted on the class bulletin board for all to enjoy.
- The teacher will remind the students to record the poems read on their Poems I Have Read chart.
- Each student will write a poem modelling the characteristics of his/her favourite form to use in Activity 6. The writing process will be followed for editing and revising.
- The teacher will provide time for students to write in their Poetry Journal reflecting on the statement: Different forms of poetry reflect different feelings.
- The teacher will encourage students to bring in poems for future activities.
- The teacher will remind students to add unfamiliar words to their Personal Dictionary.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of group work
- Completed notes on definitions and characteristics of each poetic form
- Entries on Poems I Have Read chart
- Entries in the Personal Dictionaries
- Entry in Poetry Journal
- Group created form poems
- Individually created form poem

## Accommodations

- Peer tutor for reading and writing notes
- Enlarged print
- Dual language dictionaries

## Resources

A variety of form poems.

A dictionary of literary terms (for teacher reference)

Rhyming dictionary

Manuals on to write poetry available from The Learning Works Inc. or Good Apple Books

Websites

http://poetry.about.com/educatonal/poetry/msubzin1.htm

http://poetry.com

Magnetic Poetry Kits available in bookstores

## Activity 3: Modelling and Writing Songs, Psalms, and Prayers

**Time:** 240 minutes

### Description

The purpose of this activity is to enhance the students' appreciation, understanding, and writing of poetry in a non-threatening environment. Students will reflect on and explore poetry as they write songs, psalms, and prayers based on models presented by the teacher. Support and encouragement from classmates will enable students to reach for higher limits as they explore their creative side.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1f, 2b, 3b.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.04, WRV.05.

**Specific Expectations:** RE1.05, RE2.04, RE3.02, RE4.02, WR1.01, WR2.02, WR4.01, WR5.04.

### Planning Notes

- Select examples of song lyrics, psalms, prayers, and forms of poetry introduced in the previous two activities.
- Ensure the content of all material brought into the class by the students reflects Gospel values and ethics as previously stated.
- Prepare an outline of characteristics of song lyrics, psalms, and prayers, to be used by students to create original examples of these types of poems.
- Provide Bristol board and markers.
- Provide poetry books, songbooks, prayer books, and the Holy Bible for student reference.

### Prior Knowledge Required

Students will:

- have some experience reading poems, songs, psalms, and prayers;
- be familiar with the different styles of songs – ballads, rap, narratives etc.;
- have skills for working co-operatively in groups.

## Teaching/Learning Strategies

The teacher will:

- begin the lesson by writing the headings in large, bold letters on three separate sheets of Bristol board: Songs, Psalms, and Prayers.
- introduce the activity by asking students to list the characteristics of a poem, a song, a psalm, and a prayer
- ask students to give the characteristics of a song, psalm and prayer that make them poems, and record these characteristics on the sheets of Bristol board.
- lead a discussion to complete the lists, if necessary.
- divide the students into groups.
- provide each group with a sheet of Bristol board. Instruct students to divide the sheet into three equal sections, and record one heading in each section: songs, psalms, and prayers.
- provide each group with a variety of poems and have them read the poems and then classify them as songs, psalms, or prayers. Note that some poems may fit into more than one category.
- have groups record the primary characteristics of each poem under the heading selected on the chart, e.g. language and figurative language, message, meaning, tone, or rhyme.
- allow the groups to share their information and ideas with the rest of the class. Encourage students to copy the notes provided by each group.
- together with the students, the teacher will develop a checklist for writing a poem.
- instruct students to write three poems, a song, a psalm and a prayer following the samples that they have examined.
- students should be encouraged to personalise their poetic efforts by choosing the style of song (ballad, rap), the type of psalm (praise, regret, and confession) and the type of prayer (request, thanksgiving, and forgiveness).
- students should follow the steps of the writing process during the creation of their poems and use the class created checklist to ensure that their poems meet the guidelines for writing a poem.
- provide time at the end of the activity for students to share their creations and reflect on their experience writing songs, psalms, and prayers (what they enjoyed, disliked, etc.) in their Poetry Journal.
- remind students to keep their work for Activity 6 and to continue collecting sample poems from other sources to be included in their anthologies.
- remind students who would like to share their prayers with others may bring them to their Religion classes to use in daily prayer or, with the approval of the Chaplain and Principal, read them to the entire school during the daily Opening Exercises.
- encourage students to bring in songs and poems for future activities.
- remind students to add unfamiliar words to their Personal Dictionaries.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of group activity
- Entry in Poetry Journal
- Entries in Personal Dictionaries
- Teacher/peer conferencing
- Student-created songs, psalms, and prayers assessed by a checklist

### Accommodations

- Peer tutor or Special Education assistance to complete assigned task
- Modified assignment lengths and deadlines
- Dual language dictionaries

### Resources

Selected poems from Canadian and other anthologies (see Unit Resources)

Prayer books, hymnals, devotional material

Textbooks from the Religion Department

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

Other versions of the Holy Bible for the selection of Psalms and to demonstrate the lyrical language such as that found in the King James Version

Songbooks, both Catholic hymn books and lyrics from Christian and other pop artists

Rhyming dictionary

Dictionaries and thesauri

## Activity 4: Social Awareness: Sharing Values

**Time:** 120 minutes

### Description

The purpose of this activity is to allow students to read, discuss, and reflect upon various poems and songs to increase their social awareness of the need for God's presence in the world. Emphasis on Gospel values of equality, respect, and the love of God and self will be explored in a non-threatening environment through individual and shared readings of poetry and songs. Students will take a survey of the top ten rules by which family, friends, and peers live today, and write a paper comparing and contrasting their list with The Ten Commandments.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1j, 2a, 2b, 2c, 4a, 4c, 5b, 5e, 7b, 7d, 7f.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.02, WRV.05.

**Specific Expectations:** RE1.05, RE2.04, RE3.01, RE4.01, RE4.02, RE4.03, RE4.04, WR2.02, WR5.04.

### Planning Notes

- The teacher will find samples of poems, songs, and jingles that reflect Christian moral principles.
- The teacher should confer with the Music teacher and the school Chaplain for suitable material and suggestions.
- The teacher will preview all materials provided by students to ensure Gospel values and ethics are present.
- If material does not reflect Gospel teaching, the teacher will address the issue from a Catholic perspective so that the students gain a greater understanding of Christian principles. The teacher may wish to consult with the school Chaplain for input in these areas.

- The teacher will prepare a handout for the class of the Ten Commandments. (See sample Appendix 4.1) **Please note**: The Ten Commandments presented in the Bible in Exodus 20: 1-17 or Deuteronomy 5: 6-21 differ from those listed here. The teacher may wish to have the Chaplain or the Religion teacher provide an explanation for this before the Commandments are presented to the students.
- The teacher will write the Ten Commandments out on Bristol board large enough for all students to view. This Bristol board will be at the front of the class facing away from the students, ready to be turned around during the lesson.
- Refer to the students' IEPs for necessary accommodations and modifications.

## Prior Knowledge Required

Students will:

- have prior knowledge of the Ten Commandments;
- be aware of Gospel values and ethics;
- have experience with simple surveys and tallying results based on Grade 9 Mathematics, Geography and Science curricula;
- have been introduced to the format of a comparison paper in Unit 1, Activity 6.

## Teaching/Learning Strategies

- The teacher will begin the lesson by referring to the Ten Commandments as the rules of conduct God gave His chosen people.
- In a whole class discussion, students will co-operate together to list the Ten Commandments. (Biblical accuracy is not needed in this instance.)
- Once the Ten Commandments have been listed, the teacher will flip around the Bristol board with all ten written out correctly, and in the right order, large enough for all the students to see.
- The teacher will distribute an identical list of the Ten Commandments to the students and discuss how the breaking of a Commandment results in sin. The teacher may use the opportunity to refer to Unit 3, Activity 5 where students discussed sin and morality in advertising.
- The teacher will ask students to take out their copies of the Beatitudes (Appendix 3.3) and discuss these as Jesus' code of behaviour to us.
- The teacher will ask students to read poems and song lyrics that they have brought to the class.
- In a teacher-led class discussion students will reflect on the words, phrases, and themes found within the poems and song lyrics and how they agree or disagree with the rules of conduct found in the Ten Commandments and the Beatitudes.
- The teacher will provide students with a sample survey (see Appendix 4.2) to conduct with family, friends, and peers asking them to list the top ten rules by which they live. Alternately, the teacher may choose to design his/her own survey sheet in consultation with the students.
- Students will create a tally chart in order to depict visually the top Ten Contemporary Rules by Which People Live.
- Students will compare their list with the Ten Commandments, and the Beatitudes.
- The teacher and students will develop a marking scheme for a compare/contrast paper based on the survey results.
- Using the steps of the writing process, students will write a compare/contrast paper showing the similarities and differences between the teachings in the Bible and their survey results.
- The teacher will provide time at the end of the activity for students to reflect on how the Ten Commandments and the Beatitudes are still relevant in their lives.

### Assessment/Evaluation Techniques

**Formative Assessment**

- Teacher observation during group discussion
- Completed Poetry Journal entry
- Completed survey and compare/contrast paper; marking scheme created by teacher with student input

### Accommodations

- Peer tutor or Special Education assistance to complete the various stages of the task
- Flexible assignment length/deadlines
- Assistance with survey format and tally skills
- Dual language dictionaries

### Resources

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

Contemporary poems and song lyrics from both church and secular sources

## Activity 5: Special Occasion Poetry

**Time:** 120 minutes

### Description

The purpose of this activity is to allow students the opportunity to explore poetry as a means of personal expression. Christian holidays such as Christmas and Easter have been commercialised, and together with Mother's Day, Father's Day, birthdays, anniversaries, and other occasions are multi-million dollar industries. This is evident in the way people exchange greeting cards. In this activity, students will invent an occasion on which to exchange a greeting card and design a greeting card with an appropriate poem for that occasion, which reflects pride, honesty, and respect for others.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2b, 3b, 5e.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.02, WRV.02, WRV.04, WRV.05.

**Specific Expectations:** RE2.04, WR2.02, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, WR5.03, WR5.04.

### Planning Notes

- Provide numerous examples of cards, based on the various themes such as Christmas, Easter, birthdays, and St. Patrick's Day.
- Provide materials for creating cards.
- Consult with the Art/Computer teachers for creative ideas.
- Book the Computer Lab for student use. Students should not be using card-publishing software for this activity, but may use standard word processing software and electronic writing aids.

## Prior Knowledge Required

Students will:

- be familiar with a variety of holidays and special events for which people receive greeting cards;
- have received greeting cards on various occasions;
- be familiar with the type of verses found in special occasion cards (humorous, religious, etc.);
- be aware of acceptable language and attitudes for a Catholic school.

## Teaching/Learning Strategies

- The teacher will discuss with the class special occasions in which people give/receive cards (e.g. Christmas, Easter, Mother's Day, Father's Day, Retirement, Birthday, Sympathy, New Baby, or New Job).
- As a class, students will brainstorm the different occupations necessary for the production of greeting cards.
- The teacher will distribute samples of special occasion cards for the students to examine and discuss the types of verses and the poetic elements found in the greeting card verses.
- Students will suggest other creative, socially acceptable opportunities that could warrant an exchange of greeting cards.
- In a teacher-led class discussion, students will brainstorm key concepts/words and phrases, appropriate to the various occasions.
- The teacher will record these ideas on the board.
- Together with the students the teacher will make a checklist of the basic requirements of poetry for special occasions (occasion clearly identified, appropriate sentiment expressed, suitable level of language, eye-catching graphics, etc.).
- Students will create a personal poetic communication and design the format for its presentation based on an invented theme or occasion of their choosing (e.g., Happy New Pet Day, Ode to Your Car, The Ballad of the Bad Hair Day, and Elegy on the Death of a Sneaker).
- If students wish to design a card for a traditional reason, they may do so at the teacher's discretion.
- Students are to identify a target market for their greeting card, and in a paragraph, explain how they would go about marketing their creation.
- The teacher will conference with each student during the activity to ensure that the activity is in keeping with Gospel values and ethics as well as to encourage and support the student's idea. Peer conferencing is optional.
- After the teacher sees the completed assignments, students are encouraged to send their cards to friends and family. Remind students to keep a copy of the verse they write to include in their anthologies.
- The teacher will provide time for students to reflect on their project in their Poetry Journal.
- The teacher will remind students to continue to complete their Poems I Have Read chart as they read greeting card poetry.

## Assessment/Evaluation Techniques

### Formative Assessment

- Teacher-student conference to discuss theme/occasion for the greeting card
- Informal teacher observation of students at work
- Poetry Journal entry
- Personal dictionaries kept up to date
- Student created greeting card assessed by a checklist.

## Accommodations

- Assistance with organization skills
- Peer tutor or Special Educational assistance to complete task
- Dual language dictionaries

## Resources

A variety of special occasion greeting cards

## Activity 6: The Student Poet: Personal Anthology

**Time:** 180 minutes

## Description

The purpose of this activity is to bring together everything that the students have learned throughout this unit. Students will demonstrate their poetic knowledge and skills by creating an individual anthology consisting of personal poetry as well as some of their favourite poems by other authors, including friends, and family. To complete this unit, students will have the opportunity to submit their best personal piece of poetry on the Internet.

## Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2b, 2c, 4e, 5b, 5e, 5f, 5g.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, WRV.01, WRV.02, WRV.04, WRV.05.

**Specific Expectations:** RE1.05, WR1.03, WR2.02, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, WR5.03, WR5.04.

## Planning Notes

- Provide a variety of examples of poetry anthologies including some produced by students for examination.
- Provide supplies such as construction paper, markers, scissors, and glue.
- Develop a rubric with student input to assess the poetry anthology.
- Create a hand-out for students that outlines what to include in the anthology, e.g. the number of selections written by the student, the number of favourite poems, songs, etc. written by someone else, and a brief explanation why these particular items were selected.
- Reserve the Library/Resource Centre and Computer Lab for student use.
- To make the activity more meaningful to students, search for poetry contests in magazines, newspapers, and on the Internet as well as in the community, e.g. Royal Canadian Legion Remembrance Day poetry contest, school, newspaper, parish etc. which students may have the option to enter at parent/school board discretion.
- Refer to the students' IEPs for necessary accommodations and/or modifications

## Prior Knowledge Required

Students will:

- have the knowledge and skills required for reading and creating poetry to complete the poetry anthology;
- have basic word processing skills;
- have basic Internet skills;
- be aware of school rules and regulations for the use of the Computer Lab and the Internet.

## Teaching/Learning Strategies

The teacher will:

- introduce this activity by showing examples of poetry anthologies.
- distribute the handout of what to include in their anthology.
- encourage students to add previously completed poetry that they believe exemplifies their creative abilities.
- remind students to use their Poems I Have Read chart to find favourites.
- involve the students' opinions and ideas in the creation of the poetry anthology rubric to evaluate their finished anthologies.
- provide support, encouragement and organizational assistance to aid the students in completing their anthologies.
- provide ample time for students to successfully complete their projects.

Students will:

- create a cover page for their anthology.
- in collaboration with the teacher and peers select their best pieces of poetic writing to include in their anthology according to the directions.
- ensure that their anthology is complete.
- hand in a completed anthology for final assessment.

The teacher will:

- provide time on the Internet for students to submit their favourite poem to contests that can be found on the Internet or in electronic magazines.
- explore the possibility of publication in school or school board anthologies.
- provide the opportunity for students to enter any local poetry contests (e.g. school, newspaper, and parish) and provide feedback where possible.
- encourage students to continue to write and read poetry for personal enjoyment and self-fulfilment.
- provide time for students to share their anthologies, if they choose to do so.
- provide time for students to reflect in their Poetry Journal on their feelings towards poetry. Encourage students to review their first entry and reflect on how their appreciation of poetry has changed or expanded.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of students at work
- Teacher-student conference
- Peer conferencing
- Poetry anthology checklist
- Poetry Journal entry
- Completed Poems I Have Read chart
- Updated personal dictionaries

### Summative Evaluation

- Poetry Anthology assessed by a class-created rubric
- Portfolio of Written Work assessed by a rubric (see Appendix 1.18)
- Personal Dictionary assessed by a rubric (see Appendix 1.17)

## Accommodations

- Peer tutor or Special Education assistance to complete assigned task
- Flexible assignment length and deadline
- Assistance with organization skills
- Dual language dictionaries

## Resources

Published poetry anthologies

Student-created poetry anthologies from other classes/schools

Computer software (desktop publishing, word processing)

Websites such as:

http://poetry.com
http://www.teenlit.com
http://www.zinebook.com
http://www.sowashco.com/writersjournal
http://www.cader.com
postmaster@bluemountain.com

## Appendix 4.1

### The Ten Commandments

1. I am the Lord your God, you shall have no other gods except Me.
2. You shall not take the Name of the Lord, your God in vain.
3. Remember to keep holy the Lord's Day.
4. Honour your father and your mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbour.
9. You shall not covet your neighbour's wife.
10. You shall not covet your neighbour's goods.

## Appendix 4.2

### Survey Of The Top Ten Rules By Which People Live Today

| **Pick your top ten life rules.<br>Number them from 1-10.** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** |
|---|---|---|---|---|---|---|---|---|
| I'm the most important thing in my life. | | | | | | | | |
| Family comes first. | | | | | | | | |
| With money comes success. | | | | | | | | |
| Money doesn't guarantee success. | | | | | | | | |
| Mind your own business; what you don't know won't hurt you. | | | | | | | | |
| Knowing what goes on around you is important to your happiness. | | | | | | | | |
| If it feels good, do it. | | | | | | | | |
| Never give a sucker an even break. | | | | | | | | |
| Treat others the way you would like to be treated. | | | | | | | | |
| My body is mine to do with as I want. | | | | | | | | |
| My body is a gift and I should treat it with dignity and respect. | | | | | | | | |
| No one has the right to tell me what I can and cannot do or say. | | | | | | | | |
| Parents are important; obey them and treat them with respect. | | | | | | | | |
| Capital punishment and assisted suicide are okay for some. | | | | | | | | |
| Life is precious; no one should be able to take it away. | | | | | | | | |
| To do well, you have to look good. | | | | | | | | |
| The Lord helps those who help themselves. | | | | | | | | |
| Charity begins at home. | | | | | | | | |
| Prayer is a vital part of my day. | | | | | | | | |
| I go to church when I can. | | | | | | | | |
| I make a point of going to church as often as I can. | | | | | | | | |
| If you see something you want, take it. | | | | | | | | |
| If you want something that someone else has, find a way to work for it and earn a similar reward yourself. | | | | | | | | |
| It's all right to want what others have and to get it any way you can. | | | | | | | | |
| You should be happy when friends achieve success and congratulate them. | | | | | | | | |
| Virginity is a special gift to be saved for the person one marries. | | | | | | | | |
| Sex is okay; everybody does it before they get married. It's no big deal. | | | | | | | | |

## Unit 5: Novel Study

**Time:** 20 hours (including 5 hours from Unit 1)

### Description

In this unit, students will examine and interpret the essential characteristics of the novel. In the examination of the novel, students will participate in oral and silent reading and group discussions, and will use a variety of strategies to enhance their understanding and appreciation of the characteristics of this form of literature. Through the examination of the elements of the novel, the analysis of literary devices, and the completion of written assignments, students will strengthen their reading and writing skills. Students will complete the unit with a culminating activity requiring them to go beyond the scope of the novel to demonstrate their knowledge and appreciation of this form of literature. Students will complete tasks to enhance their personal growth by examining a variety of issues presented in the novel and reflecting on them in the light of Catholic traditions and Gospel values.

### Strand(s) and Expectations

#### Ontario Catholic School Graduate Expectations

CGE1e - speak the language of life… "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it" (Witnesses to Faith);
CGE1j - recognize that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption (Witnesses to Faith);
CGE2a - listen actively and critically to understand and learn in light of gospel values;
CGE2b - read, understand, and use written materials effectively;
CGE2c - present information and ideas clearly and honestly and with sensitivity to others;
CGE3a - recognize there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE3b - create, adapt, evaluate new ideas in light of the common good;
CGE3c - think reflectively and creatively to evaluate situations and solve problems;
CGE3d - make decisions in light of gospel values with an informed moral conscience;
CGE4c - take initiative and demonstrate Christian leadership;
CGE4e - set appropriate goals and priorities in school, work, and personal life;
CGE4f - apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE5b - think critically about the meaning and purpose of work;
CGE5e - respect the rights, responsibilities, and contributions of self and others;
CGE5f - exercise Christian leadership in the achievement of individual and group goals;
CGE5g - achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others;
CGE6c - value and honour the important role of the family in society;
CGE7b - accept accountability for one's own actions;
CGE7g - respect and understand the history, cultural heritage, and pluralism of today's contemporary society;
CGE7j - contribute to the common good.

**Strand(s):** Reading Skills, Writing Skills

## Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources where appropriate.

## Specific Expectations

RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points (e.g., skim texts to locate specific ideas; discuss the effectiveness of a reading strategy modelled by the teacher; assess the appropriateness of a reading strategy used during a guided reading session; compare reading strategies used by various students to read the same passage; identify their own strengths and weaknesses in reading and set goals for improvement);
RE1.03 - use knowledge of the organization of texts to locate relevant information (e.g., create chapter titles to identify plot details in a novel; use headings, table of contents, and the index to find specific information in a text; refer to illustrations and diagrams to clarify information; explain the role of the introduction, body, and conclusion of a short essay in communicating the main idea; use knowledge of the organizational pattern of a text, such as comparison and contrast or cause and effect, to locate answers to questions about the text);
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts (e.g., make judgements about a character's values based on implicit and explicit information in a short story; read a magazine article and discuss the perspective of the writer; chart explicit information about a character in a short story; state the main idea in an opinion piece and list supporting details; differentiate between fact and opinion in a magazine article);
RE1.05 - compare their own interpretations of texts with those of others (e.g., record responses to self-selected materials and share them with others in a small group; chart and compare various responses to the actions of a character in a novel; discuss different interpretations of the same text and suggest possible reasons for the differences; compare their own preferences for authors, genres, and topics with those of peers; explain how personal values and perspectives influence responses to and interpretations of texts);
RE2.03 - use knowledge of the elements of the novel, with an emphasis on plot, character, setting, and theme, to understand and interpret novels;

RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively (e.g., discuss how descriptive language helps create a mood in a short story or poem; explain how connecting words help clarify the sequence in a set of instructions; describe how precise technical words strengthen the message in an article about safety);
RE3.02 - explain how authors use simile, metaphor, personification, and foreshadowing to communicate thoughts, feelings, and information (e.g., explain the explicit comparison made in a simile and discuss how it adds to meaning; identify the implied comparison made in a metaphor and relate it to the theme of a poem; describe the use of literary devices such as hyperbole, personification, irony, and simile for impact or emphasis in texts);
RE4.01 - preview vocabulary before reading (e.g., skim and scan texts to identify unfamiliar words and look them up in a dictionary or glossary);
RE4.02 - use word-identification strategies while reading (e.g., sound out unfamiliar words; scan texts for key words; read ahead in the passage to find or deduce the meaning of an unfamiliar word or phrase; use root words, prefixes, and suffixes to determine the meaning of specialized vocabulary);
RE4.03 - use context to determine the meaning of unfamiliar words (e.g., use the surrounding information and vocabulary in a sentence or paragraph to deduce or infer the meaning of abstract or specialized words; use accompanying illustrations, diagrams, and charts to determine the meaning of unfamiliar words and phrases in a textbook);
RE4.04 - use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing (e.g., brainstorm approaches to a topic; use graphic organizers to connect and structure ideas; use charts and graphs as sources of information; identify key words to narrow a topic);
WR1.02 - make research plans based on information needs (e.g., identify possible sources of information on specific writing topics; set timelines to plan, research, draft, revise, and complete short research projects);
WR1.03 - locate and record information from a variety of print and electronic sources (e.g., use an electronic catalogue in the library or an Internet search engine to locate information from textbooks, encyclopedias, magazines, CD-ROMs, and websites; use highlighting, note making, paraphrasing, and summarizing to gather and record relevant information);
WR2.01 - demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays (e.g., write frequently on self-selected and teacher-assigned literary and general-interest topics in a variety of forms);
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience (e.g., use formal language in a short essay describing the theme of a novel studied; use the impersonal third person consistently in the summary of a report; use the first person in a friendly letter;
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types (e.g., compose a variety of single, compound, and complex sentences on a topic; alter the word order in sentences for emphasis and variety);
WR3.02 - organize sentences about a topic into coherent and unified paragraphs (e.g., use a topic sentence to state the main idea of a paragraph; use relevant details to develop the main idea; use a specific pattern, such as logical, chronological, or climactic order, to organize information in a paragraph);
WR3.03 - organize paragraphs into coherent and unified narratives, reports, letters, and short essays (e.g., maintain a consistent point of view in a narrative; use transition words to link paragraphs in a letter; state the controlling idea in the opening paragraph of a short essay);
WR4.01 - revise drafts to strengthen the content (e.g., use feedback from a partner to identify incomplete ideas or lack of details; read passages aloud to identify unnecessary or incorrectly placed information);

WR4.02 - revise the organization of drafts to improve clarity of thought and expression (e.g., use a highlighter to track the logical development of ideas; use a word-processing program to reorder sentences, paragraphs, or sections of a draft; combine simple sentences to show a clear relationship between ideas);
WR4.03 - revise drafts to improve coherence (e.g., signal transitions with appropriate transition words and phrases; check for consistency between the topic sentence and the concluding statement);
WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience (e.g., maintain consistent use of the impersonal third person in the summary of a report; check the use of the first person in a friendly letter; review the use of formal language in a short essay describing the theme of a novel studied);
WR5.01 - incorporate information from research into written work by using quotation marks and consistent documentation;
WR5.02 - describe and use strategies to edit, proofread, and correct written work (e.g., use peer feedback to identify errors in sentence structure and grammar; use spell checkers to flag possible spelling errors; replace incorrectly used homophones and homonyms);
WR5.03 - identify and use appropriate and effective techniques and formats to publish written work (e.g., word-process the final copy of a short story; edit and format a class anthology of effective student writing; add diagrams and charts to a report for a bulletin-board display);
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

- Grammar and Usage: Identify the rules of subject-verb and pronoun agreement and apply them correctly;
- Grammar and Usage: Identify and use correctly the principal parts of irregular verbs;
- Spelling: Identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors (e.g., use knowledge of word patterns, word families, root words, prefixes, suffixes, and syllabication to check spelling; use a variety of spelling references, such as dictionaries and spell checkers, to flag possible errors);
- Spelling: Spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns (e.g., check a dictionary for the correct spelling of abbreviations and technical terms);
- Punctuation: Identify the use of effective punctuation when reading and use punctuation correctly when writing.

## Activity Titles (Time + Sequence)

| | | |
|---|---|---|
| Activity 1 | Novel Study with Test: Content of the Novel | 450 minutes<br>+ 60 minutes |
| Activity 2 | Properties of a Novel | 200 minutes |
| Activity 3 | As the Plot Thickens | 120 minutes |
| Activity 4 | Characterization | 180 minutes |
| Activity 5 | Relationships in the Novel Conflict and Conflict Resolution | 150 minutes |
| Activity 6 | Final Activity: Going Beyond the Novel | 340 minutes |

## Unit Planning Notes

- In addition to the 20 hours allotted to this unit, five hours of language skills, writing, and improving reading skills are integrated into this unit through the use of the Personal Dictionary, the Portfolios of Written Work, independent reading assignments, comprehension questions and writing activities. Students will refer to their notes from prior units as required.

- The teacher will select contemporary reading material for class reading that includes themes, issues and experiences relevant to today's students, with content that addresses the diversity of Canadian cultures and experiences, and exemplifies Gospel values and ethics.
- The teacher will develop Portfolio of Written Work topics and questions for daily use, as well as a reading guide, pre- and post-reading discussion topics and comprehension questions based on the novel selected.
- The teacher will prepare worksheets to reinforce concepts such as irony, theme, etc., covered in Unit 2, and introduce new concepts that will be studied specifically with the novel such as conflict, foreshadowing, and multiple plot lines.
- The teacher will develop a test that includes comprehension of the theme and content of the novel. Some novels have professionally published teacher resource guides to assist in the teaching of the novel and its components, which also contain prepared tests.
- The test should be given after the study of the novel is completed.
- Prepare a list of topics, eight to ten items long, from which students can choose their final assignment (see Appendix 5.5 for suggestions).
- With the students, design a rubric for the evaluation of the final assignment.
- Gather supplies that may be required for the final assignment.
- Reserve the Library/Resource Centre and Computer Lab for student use.
- Refer to student IEPs for suggested accommodations and/or modifications.

## Prior Knowledge Required

Students will:

- have experience reading novels in other English courses or for personal enjoyment;
- have a basic knowledge of reading strategies covered in Unit 1, Activity 3;
- have a working knowledge of plot, character, setting, theme, point of view etc. taught in Unit 2, Activities 2, 3, 4, and 5;
- understand the importance of adding to their Personal Dictionaries and Portfolios of Written Work;
- have a working knowledge of grammatical conventions and the various steps in the writing process;
- have a functional knowledge of word processing and the Internet;
- be aware of school rules and regulations governing computer use and the Internet;
- have an understanding of Gospel values and ethics that are essential for collaborative interaction.

## Teacher/Learning Strategies

- Teacher-led Socratic lessons
- Teacher-modelled, small group and individual oral and silent reading
- Group discussions of novel content, plot, character, theme, etc.
- Brainstorming
- Peer conferencing
- Pen and paper tasks
- Collaborative learning
- Student-teacher conferencing
- Using technological aids – the Internet, computer software
- Use of charts and diagrams to organize information
- Personal Dictionaries and Portfolios of Written Work
- Comprehension questions

## Assessment and Evaluation

**Formative Assessment**

- Personal Dictionary and Portfolio of Written Work entries
- Informal teacher observation of reading strategies and comprehension
- Group work checklists
- Self/peer editing checklists
- Conference to provide feedback on writing
- Teacher/student conference to discuss the selection of the final assignment from those offered (see sample Appendix 5.5)
- Peer conferencing
- Completed plot graph
- Comprehension questions and activities
- Completed Positive Interesting Negative (PIN) Graphic Organizer (Appendix 5.3)

**Summative Evaluation**

- Novel unit test on content and comprehension that incorporates the six levels of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis and evaluation of material.
- Beyond the Novel assignment assessed according to teacher/student developed rubric.
- Oral Presentation assessed by Oral Presentation Rubric (see Appendix 5.6).

## Accommodations

- Preferential/strategic seating
- Peer tutor or Special Education personnel to help with reading and writing tasks
- Enlarged print for novel, worksheets and test
- Audio novel
- Dual language dictionaries

## Resources

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas nelson, Inc., 1993.

Contemporary novels for young adults such as:

Anderson, Laurie Halse. *Speak*. Farrar Straus Giroux, 1999.
Card, Orson Scott. *Ender's Shadow*. New York: Tor Books, 1999.
Cushman, Karen. *The Midwife's Apprentice*. New York: Harper Collins, 1995.
Halvorson, Marilyn. *Stranger on the Line*. Canada: Gemini Press, 1997.
Holt, Kimberley Willis. *When Zachary Beaver Comes to Town*. New York: Henry Holt and Company, 1999.
Hostetler, Bob. *They Call Me AWOL*. Pennsylvania: Christian Publications Inc.
Hughes, Monica. *The Golden Aquarians*. New York: Harper Collins, 1995.
Huser, Glen. *Touch of the Clown*. Canada: Groundwood Books, 1999.
Jordan, Sheryl. *The Raging Quiet*. New York: Simon and Schuster, 1999.
Khan, Rakhana. *Darling If You Love Me, Would You Please Smile?* Toronto: Stoddard Kids, 1999.
Mc Neal, Laura and Tom. *Crooked*. New York: Alfred A. Knof Books, 1999.
Meyer, Carolyn. *Mary, Bloody Mary*. Toronto: Harcourt Brace, Canada Inc., 1999.
Myers, Walter Dean. *Monster*. New York: Harper Collins, 1999.

Mamioka, Lensey. *Ties that Bind, Ties that Break*. New York: Delacorte Press, 1999.
Orr, Wendy. *Peeling the Onion*. Canada: Laurel Leaf, 1996.
Pauleen, Gary. *Soldier's Heart*. New York: Delacorte Press, 1998.
Porter, Connie. *Imani All Mine*. Maine: Houghton Mifflin, 1999.
Silverwolf, R. and A. Silverwolf. *Son of the Iroquois*. Canada: Borealis Press, 2000.
Wieler, Diane. *Drive*. Groundwood Books.

Teacher-developed worksheets
Dual language dictionaries and thesauri
Websites such as:
http://www.ala.org/teenhoopla/
http://www.grouchie.com/angstbooks.html
Word Processing software
Video tapes
Sample resumes, novel jackets, book reviews, maps
Audio books

## Activity 1: Novel Study with Test: Content of the Novel

**Time:** 450 minutes (+ 60 minutes for test)

### Description

The purpose of this activity is to promote the ongoing development of reading skills. Students will participate in active listening, oral and silent reading, and answering guided questions on the content, theme, etc. of the novel. Students will continue to utilize their Portfolios of Written Work to answer questions presented by the teacher based on the reading selection. Students will also add new terminology and vocabulary to their Personal Dictionaries. The activity will end with a teacher-designed test on the comprehension of the theme and content in the novel selected.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2b, 3b, 4f, 5e, 5f, 7g, 7j.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.03, REV. 04, WRV.02, WRV.03, WRV.05.

**Specific Expectations:** RE1.02, RE1.05, RE3.01, RE4.01, RE4.02, RE4.03, RE4.04, WR2.01, WR3.01, WR5.04.

### Planning Notes

- The reading of the novel should be completed prior to subsequent activities.
- The content of the selected novel should exemplify the Gospel values and ethics of our Christian communities. Selected themes could include, self-sacrifice (John 15:13), resisting temptation (Matthew 4), contributing to the common good (Luke 10), forgiveness (Luke 15), and justice (Matthew 18). *The Outsiders*, by S.E. Hinton, illustrates many of these themes. The teacher may use it as a guide for novel selection. Online book reviews found at the websites provided may be of assistance in selecting a suitable novel.
- Select materials with content that addresses the diversity of Canadian cultures and experiences.
- The selected novel should reflect the reading and comprehension level of the students.

- Reading the novel will incorporate both oral and silent reading. Techniques used will include teacher-modelled reading, small and large group oral reading, silent reading, and other methods at the teacher's discretion.
- The teacher models articulation and voice modulation in oral reading presentations.
- The teacher designs/prepares a test that will be given after the novel is completed that will cover the comprehension of both theme and content.

## Prior Knowledge Required

Students will:

- have had experience reading novels;
- be familiar with decoding strategies for reading comprehension;
- be familiar with the elements of a novel as covered in prior English courses.

## Teaching/Learning Strategies

- The teacher will review reading strategies for reading the novel as covered in Unit 1, Activity 3.
- The teacher will introduce the activity by reading an excerpt from the Bible that parallels the theme of the novel. The teacher may choose to use prior knowledge of the Ten Commandments or the Beatitudes used in Unit 4, Activity 4 if such parallel the theme of the novel.
- The teacher will lead a discussion focusing on the social issue identified in the Bible and its relevance within a modern-day context. Consultation with the school Chaplain or Religious Education staff will assist the teacher in this effort.
- Hand out copies of the novel and discuss its title and the synopsis on the back cover. Ask students which themes or issues may be addressed in the novel.
- The teacher models appropriate voice modulation and articulation during the oral reading of the introductory chapter(s) of the novel.
- The teacher encourages students to engage in active listening and to volunteer to read sections of the novel.
- Varied methods of oral and silent, large and small group reading should be incorporated throughout this activity, at teacher discretion, based on individual student reading abilities/needs.
- During the reading of the novel the teacher will discuss content, character development, and thematic issues as they arise.
- The teacher will provide relevant comprehension questions and remind students that they will be tested on their understanding of the novel at the end of the activity.
- The teacher assigns chapters to be read for which students will be required to design questions and answer them. These questions will be used to review the novel prior to the test.
- Students will record, in their Personal Dictionaries, any new vocabulary they may encounter. Students will complete comprehension questions. The teacher should take up questions with the class to ensure that all students understand and are completing assigned readings.
- Throughout the reading of the novel the teacher will assign Portfolio of Written Work entries that may include: open-ended questions, completing dialogue, student-initiated entries, and reflections on famous quotations dealing with social and moral issues raised in the novel.
- The teacher will administer a test based on the comprehension of the theme and content of the novel.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of reading
- Personal Dictionary and Portfolios of Written Work entries
- Comprehension questions and answers

**Summative Assessment**

- Test based on the comprehension of the theme and content of the novel

## Accommodations

- Audio novel or enlarged print for novel and written assignments
- Dual language dictionaries
- Peer tutor or Special Education assistance for reading and written work
- Preferential/strategic seating
- Alternate location and method for testing

## Resources

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

Contemporary novels for young adults such as:

Anderson, Laurie Halse. *Speak*. Farrar Straus Giroux, 1999.
Card, Orson Scott. *Ender's Shadow*. New York: Tor Books, 1999.
Cushman, Karen. *The Midwife's Apprentice*. New York: Harper Collins, 1995.
Halvorson, Marilyn. *Stranger on the Line*. Canada: Gemini Press, 1997.
Holt, Kimberley Willis. *When Zachary Beaver Comes to Town*. New York: Henry Holt and Company, 1999.
Hostetler, Bob. *They Call Me AWOL*. Pennsylvania: Christian Publications Inc.
Hughes, Monica. *The Golden Aquarians*. New York: Harper Collins, 1995.
Huser, Glen. *Touch of the Clown*. Canada: Groundwood Books, 1999.
Jordan, Sheryl. *The Raging Quiet*. New York: Simon and Schuster, 1999.
Khan, Rakhana. *Darling If You Love Me, Would You Please Smile?* Toronto: Stoddard Kids, 1999.
Mc Neal, Laura and Tom. *Crooked*. New York: Alfred A. Knof Books, 1999.
Meyer, Carolyn. *Mary, Bloody Mary*. Toronto: Harcourt Brace, Canada Inc., 1999.
Myers, Walter Dean. *Monster*. New York: Harper Collins, 1999.
Mamioka, Lensey. *Ties that Bind, Ties that Break*. New York: Delacorte Press, 1999.
Orr, Wendy. *Peeling the Onion*. Canada: Laurel Leaf, 1996.
Pauleen, Gary. *Soldier's Heart*. New York: Delacorte Press, 1998.
Porter, Connie. *Imani All Mine*. Maine: Houghton Mifflin, 1999.
Silverwolf, R. and A. *Silverwolf, Son of the Iroquois*. Canada: Borealis Press, 2000.
Wieler, Diane. *Drive*. Groundwood Books.

## Activity 2: Properties of a Novel

**Time:** 200 minutes

### Description

The purpose of this activity is to enhance student knowledge of the elements found within the novel by allowing them to compare the elements of the novel with those of a movie reflecting the novel. This activity will provide an opportunity for students to examine the importance of setting and theme as well as foreshadowing, suspense, and irony. Students will complete a worksheet outlining the elements of the novel and the movie.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1j, 2a, 2b, 2c, 3b, 3c, 4f, 5f, 6c, 7g, 7j.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.02, RE1.04, RE1.05, RE2.03, RE4.03, RE4.04, WR1.01, WR1.03, WR2.01, WR2.03, WR3.01, WR3.02, WR4.01, WR4.02, WR5.03, WR5.04.

### Planning Notes

- The teacher should ensure that audio-visual equipment is available prior to this activity.
- The selected movie should draw on themes and issues similar to those present in the novel.
- Ensure that the movie is within the collective licensing agreement with the Ontario Ministry of Education and meets the standards expected in a Catholic school, and does not violate copyright law.
- The teacher will design a chart to be filled in by the students describing how each element is evident in the movie.
- The teacher should develop a peer evaluation checklist for the chart.
- Refer to the students' IEPs for relevant accommodations and/or modifications.

### Prior Knowledge Required

Students will:

- have an understanding of literary devices covered in Unit 2;
- be familiar with the identification of the 5 W's and the How (who, what, when, where, why, and how) as they relate to the structure of the plot. Refer to the material covered in Unit 3, Activity 2;
- be prepared to listen to the opinions of others.

### Teaching/Learning Strategies

- The teacher will review the literary devices studied in Unit 2, and introduce any new devices particular to the novel.
- The teacher will review the five Ws and the How covered in Unit 3, Activity 2, and explain how each relates to the structure of the plot, particularly setting and rising action.
- The teacher will provide the students with a chart to be completed based on the movie.
- Students will view the movie. The teacher may choose to stop the video at critical points to allow students to complete the chart or have students complete the chart after they have viewed the video in its entirety.
- The teacher will distribute a peer evaluation checklist and provide time for the students to complete the checklist and then to collaborate with a peer to complete their charts.
- The teacher and students will discuss the elements present in the movie and how they impact on the success of the film, and the themes and values presented in the movie.

- Students will then discuss the similarities between their novel and the movie – use of setting, foreshadowing, irony, suspense, and character development to make the novel a success. They will also discuss the way the themes and values were presented in the novel and compare them with the movie.
- The teacher will assign an entry in the Portfolio of Written Work concerning those themes and values evident in the movie and in their novel and how they apply to real-life issues (appearance, belief systems, disabilities, family structure, gender, race, and ethno-cultural, socio-economic structures).

### Assessment/Evaluation Techniques

**Formative Assessment**

- Informal teacher observation of students at work
- Personal Dictionary and Portfolio of Written Work entries
- Peer checklist of literary devices and elements chart
- Completed literary devices and elements chart

### Accommodations

- Peer tutor or Special Education assistance for reading and written work
- Preferential/strategic seating

### Resources

Audio-visual equipment

Suitable videos for classroom use

Novel being studied by the class

## Activity 3: As the Plot Thickens

**Time:** 120 minutes

### Description

The purpose of this activity is to examine the elements of plot and graph plot development. Students will demonstrate their knowledge of the characteristics of plot such as setting, crisis, conflict, climax, and resolution. Students will graph the plot of a Bible story, of the movie in Activity 2, and the main plot of the novel being studied.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1e, 1j, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4f, 5e, 7b, 7j.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.02, RE1.03, RE1.04, RE2.03, RE3.01, WR1.01, WR1.03, WR2.01, WR2.03, WR3.01, WR4.04, WR5.02, WR5.03, WR5.05.

### Planning Notes

- The teacher selects a familiar Bible story to use for the plot graph such as Cain's murder of Abel, David and Goliath, or Jesus' arrest in the garden.
- The teacher may choose create a plot graph specific to their chosen material. Although there are a variety of ways to graph a plot, a standard sample format has been provided in Appendix 5.1

- Teachers may wish to assign the partners for the task or allow students to select their own partners.
- Contact the school Chaplain or Religion Department for material relating to the first part of this activity.
- Refer to the students' IEPs for suggested accommodations and/or modifications.

## Prior Knowledge Required

Students will:

- be familiar with the Bible story that will be addressed in group plot graphing exercise;
- be familiar with the elements of plot as studied in Unit 2;
- be familiar with expected conduct for group work.

## Teaching/Learning Strategies

- The teacher will review the elements of plot studied in Unit 2, and give students a copy of the sample plot graph.
- The teacher will distribute a copy of the Plot Graph Rubric (see Appendix 5.2) and discuss it.
- The teacher will lead a discussion of the plot characteristics of the selected Bible story and graph its plot with the students ensuring that the plot graph meets the expectations for Level 3 of the checklist.
- The teacher will explain that novels and movies usually have a main plot and a number of subplots. If the Old Testament were taken as one book, each Bible story would be a subplot with the main plot being the wait for the coming of Jesus.
- In pairs, students will graph the main plot of the movie in Activity 2, according to the sample plot graph and using the criteria given in the checklist.
- As a class, students will review the plot of the video according to their graphs, assess how well their plot graphs met the criteria of the rubric.
- Individually, students will complete a plot graph of the main plot of the novel.
- The teacher will assign a Portfolio of Written Work entry, asking students to discuss how a plot diagram improves the comprehension of the main plot of a novel.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of group work
- Personal Dictionary and Portfolio of Written Work entries
- Movie plot graph done in pairs assessed by the Plot Graph Rubric (Appendix 5.2)

### Summative Evaluation

- Plot graph of the main plot of the novel assessed using the Plot Graph Rubric (Appendix 5.2)

## Accommodations

- Peer tutor or Special Education assistance for task completion
- Flexible timeline for task completion
- Dual language dictionaries
- Preferential/strategic seating

## Resources

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas nelson, Inc., 1993.

Movie from Activity 2

Novel the students are studying

## Activity 4: Characterization

**Time:** 180 minutes

### Description

The purpose of this activity is to increase the students' understanding of the way in which personality or character traits affect a character's behaviour and motivation. Students will describe the major characters in the novel including the protagonist and antagonist, give the positive and negative character traits attributed to these characters, describe their physical appearance, thoughts, and feelings and the way they interact with other characters. In groups, students will create a PIN (Positive – Interesting - Negative) Profile of the major characters in the novel.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1j, 2a, 2b, 2c, 3a, 3b, 4c, 4e, 4f, 5e, 5f, 5g, 7b, 7j.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.03, RE1.04, RE1.05, RE2.03, RE3.01, WR1.01, WR2.01, WR2.03, WR3.01, WR3.02, WR4.02, WR5.02, WR5.03, WR5.04.

### Planning Notes

- The teacher will use the sample PIN (Positive – Interesting - Negative) Profile Chart (Appendix 5.3) as a guideline to create a PIN Profile Chart specific to the characters in the novel being studied. A character's PIN Profile includes five positive character traits (virtues), five facts about him/her not directly relative to personality, but that affect the character's behaviour towards others, and up to five negative traits (moral deficiencies or faults).
- The teacher contacts the school Chaplain or Religious Education staff for information concerning faults and virtues as they apply to Catholic teachings.
- The teacher may choose to refer to the Personal and Social Sins (Appendix 3.2) to assist students in identifying negative character traits, and to the Christian Virtues (Appendix 3.3) for help identifying positive traits.

### Prior Knowledge Required

Students will:

- be aware of what constitutes a virtue and a fault as discussed in Religion classes and in Units 3 and 4;
- be aware of the social nature of sin. Refer to Unit 3, Activity 5 dealing with morality in advertising;
- be prepared to act in a manner that reflects Christian compassion and understanding when interacting with their peers.

### Teaching/Learning Strategies

- The teacher will ask students to explain how they get to know the characters in a novel (dialogue, actions, description, interaction with other characters, etc.).
- The teacher will ask students to describe how certain characters are universally represented in literature around the world (folk stories, myths, legends, fairy tales and legends).
- Students will brainstorm a list of qualities such as the gifts of the Holy Spirit: patience, kindness, generosity, joy, peace, humility, faith and love, and those considered Christian virtues that can be used to describe a character.
- The teacher will record the list on the board.

- After compiling a list of the positive attributes the teacher will lead the students in creating a list of negative traits, moral deficiencies and faults that can be used to describe a character.
- The teacher should stress that although physical characteristics are not part of personality, they do sometimes affect personality (a beautiful person may be vain, a plain person may be shy, etc.).
- The teacher will distribute a PIN Profile Chart to the students, and explain what is expected for each section of the chart. The chart will include the protagonist(s) and antagonist(s), up to five positive attributes, five interesting points about that character and up to five negative attributes relating to those characters. The teacher will explain that a character's thoughts, feelings, actions, responses to others and dialogue can be used to identify this information.
- The teacher and students will work collaboratively to PIN Profile the protagonist from the movie used in Activity 2 incorporating information previously brainstormed about characters.
- Students will work in small groups to complete the PIN Profile Chart for one of the main characters drawn at random from a hat. The number of groups should reflect the number of PIN profiles to be completed.
- Groups will present their PIN Profiles to the class without identifying the character.
- From the information, students will guess the identity of the character.
- Peers will assess the effectiveness of the presented profile according to the accuracy of the PIN Profile descriptors and their guesses.
- Using the information supplied by the group presentations, students will complete the Pin Profile Chart.
- In their Portfolios of Written Work, students will comment on the way personality traits affect the way people interact, the way they solve problems, and how this can be a factor in the workplace. Students will be invited to share their comments with the class.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of group work
- Conferencing with students during PIN Profile development
- Group Work Checklist (Appendix 1.14)

## Accommodations

- Peer tutor or Special Education assistance for task completion
- Dual language dictionaries

## Resources

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas nelson, Inc., 1993.

Novel being studied in class

## Activity 5: Relationships in the Novel: Conflict and Conflict Resolution

**Time:** 150 minutes

### Description

The purpose of this activity is to increase student understanding of relationships, conflict and conflict resolution in the novel. Students will work in small groups to create a chart describing characters' relationships, conflict, and conflict resolution.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1e, 1j, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4f, 5b, 5e, 5f, 5g, 6c, 7b, 7g, 7j.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.02, RE1.03, RE1.04, RE1.05, RE2.03, RE4.01, RE4.04, WR1.01, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR5.02, WR4.04, WR5.04.

### Planning Notes

- The teacher may invite the Chaplain in to discuss conflict resolution and the Christian community.
- The teacher addresses different forms of conflict resolution, e.g., peace summits, civil legal action, debates, negotiations, tough love, and counselling.
- The teacher may wish to contact other subject area teachers for information dealing with subject specific conflicts and method of conflict resolution (History: boundary disputes, wars, Geography: eco-tourism, etc.).
- The teacher will prepare a chart listing the different types of conflict (human vs. human, human vs. nature, inner conflict etc.).
- The teacher prepares a sample chart of characters and conflicts familiar to the students, e.g., Eric Lindros and his hockey career, Michael J. Fox and his fight with Parkinson's Disease, athletes who use performance enhancing drugs to achieve success, Terry Fox's struggle against cancer and the Canadian landscape, people facing natural disasters such as floods, forest fires, mud slides, tornadoes, and volcanic eruptions, people facing difficult decisions in life such as finding a new job, moving away from home.
- Refer to the students' IEPs for appropriate accommodations and/or modifications.

### Prior Knowledge Required

Students will:

- be familiar with varied types of conflict found in literary works and a variety of interpersonal dynamics that are portrayed in literary works and in real life contexts;
- be prepared to act in a manner that reflects Christian compassion, respect and understanding when responding to the conflict situations presented by their peers.

### Teaching/Learning Strategies

- The teacher will lead students in identifying the types of relationships people have.
- Students will brainstorm different types of conflict that may arise in these relationships, the way these conflicts can be resolved. Students will give examples of the types of conflict in the world at present based on media information (wars, labour disputes, severe weather, etc.).
- The teacher records the list of conflicts brainstormed by the students on chart paper.
- The teacher will lead a discussion of Christian methods of conflict resolution.

- The teacher will provide students with a rubric that will be used to evaluate their conflict paragraph (Appendix 5.4).
- Individually, students will write a paragraph using appropriate grammatical structure to describe a conflict using a modern day context (person vs. friend, person vs. parent, person vs. boss, etc.). The student will not describe how the conflict was resolved.
- Students will use the writing process to complete the paragraph assignment.
- The teacher will collect the conflict paragraphs and re-distribute them to others in the class.
- The teacher will instruct the students to suggest methods of conflict resolution that are in keeping with Gospel values and ethics, and that reflect a respect for the dignity and welfare of others. Students will write their suggestions, point form, under the conflict paragraphs.
- The teacher will select a few of the conflict paragraphs and their resolutions to present to the class for discussion.
- The teacher will return the paragraphs to their respective owners.
- Students will write their reactions to the resolution measures provided for their conflict in their Portfolios of Written Work.
- The teacher will show students the previously prepared sample chart of familiar conflicts and conflict resolutions.
- Students will discuss the need to be able to resolve conflicts in a responsible manner, showing respect for others and keeping Gospel ethics and values in mind. Topics of discussion should include the workplace, the home, and the community.
- Students will brainstorm a list of the occupations in which conflict resolution skills are essential.
- The teacher will divide the students into groups, and assign a different character from the novel to each group. The group will examine their character according to his/her relationship to others, a conflict experienced by the character and how the character resolved the conflict.
- The groups will examine the way the conflict was resolved, and explain how it was or was not resolved in a Christian way.
- Groups will make note of their findings and will present them to the class in chart form such as:

| Character | Relationship | Conflict | Conflict Resolution | Christian Non-Christian |
|---|---|---|---|---|
| | | | | |

- Groups will present their chart to the class.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of group work
- Peer editing and conferencing during the writing of the conflict paragraph
- Student teacher conferencing
- Paragraph assessed using Conflict Paragraph Rubric (see Appendix 5.4)
- Portfolios of Written Work and Personal Dictionary entries

## Accommodations

- Electronic aids for completion of paragraph assignment
- Peer tutor or Special Education assistance for completion of written tasks

### Resources

Novel being studied in class

Examples of conflict situations

Computer software for completion of paragraph assignment, if required

## Activity 6: Final Activity: Going Beyond the Novel

**Time:** 340 minutes

### Description

The purpose of this activity is to provide an opportunity for students to use their God-given talents to complete an activity based on their understanding of the novel. From a list provided by the teacher, students will choose an independent study activity dealing with a particular aspect of the novel, and make an oral presentation to the class.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1e, 2b, 2c, 3b, 3c, 3d, 4c, 4e, 4f, 5b, 5e, 5f, 5g, 7b, 7g, 7j.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.02, RE1.03, RE1.04, RE1.05, RE2.03, RE3.01, WR1.02, WR1.03, WR2.01, WR2.03, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR5.01, WR5.02, WR5.03, WR5.04.

### Planning Notes

- Prepare a list of final assignments choices for the students to select. A list of possible activities is found in Appendix 5.5.
- Develop a list of essential characteristics and expectations for the evaluation of the completed activities.
- Collect material required for the completion of the activities (e.g., markers, Bristol board, etc.).
- Provide teacher-librarian with the list of possible activities from which students will be choosing their topics.
- Ensure that students who require the use of computers are aware of school protocol governing their use.
- Display sample novel jackets, resumes, photographs and illustrations showing a scene/event from other novels, movie posters, and maps for students as references.
- Refer to the students' IEPs for suggested accommodations and/or modifications.

### Prior Knowledge Required

Students will:

- be familiar with literary devices and elements covered in earlier activities and units;
- be familiar with the expectations of conduct when working independently;
- be familiar with the various stages involved in the writing process;
- understand the peer editing process and how to provide constructive feedback of a peer's work;
- have had experience presenting material orally in this and other English courses

## Teaching/Learning Strategies

- The teacher will distribute a list of possible assignments, discuss the various options, detail the possible formats and explain the evaluation process.
- The teacher will provide students with the checklist for the oral presentation (see Appendix 5.6).
- Students will examine the sample material related to the suggested activities, select a topic, submit their chosen topic to the teacher, and begin working on the activity.
- The teacher will monitor student progress, redirecting and assisting where necessary.
- Students will implement the writing process in the completion of the activity.
- Students will present their activity to the class.

## Assessment/Evaluation Techniques

### Formative Assessment

- Student-teacher conferencing during the development of the final activity
- Informal teacher observation of students at work
- Self/peer editing and conferencing
- Checklist for the requirements of the final activity

### Summative Evaluation

- Oral presentation of the final activity assessed by an Oral Presentation Rubric (Appendix 5.6)
- Portfolio of Written Work assessed by Portfolio of Written Work Rubric (Appendix 1.18)
- Personal Dictionary assessed by Personal Dictionary Rubric (Appendix 1.17)

## Accommodations

- Peer tutor or Special Education assistance for task completion
- Dual language dictionaries
- Use of computer software for task completion
- Flexible length/timeline for activity

## Resources

Materials provided by teacher librarian or school Chaplain

Sample novel jackets, resumes, maps, movie posters, illustrations and photographs

Art materials

## Appendix 5.1

### Sample Plot Graph

- Climax

❖ Falling Action

❖ Rising Action

- Crisis Point #4
- Conclusion
- Crisis Point #3
- Crisis Point #2
- Crisis Point #1
- Initial incident
- Introduction

❖ Setting

Please insert line in appropriate place.

## Appendix 5.2

### Plot Graph Rubric

Name:

| | Limited Level 1 | Some Level 2 | Considerable Level 3 | Thorough Level 4 |
|---|---|---|---|---|
| **Knowledge/Understanding**<br>Demonstrates knowledge of appropriate plot graph format. | | | | |
| Understands the elements that create the plot: setting, rising action, crises, climax, falling action, and conclusion. | | | | |
| **Thinking/Inquiry**<br>Demonstrates the ability to analyse and synthesize the information in the story to assess the information. | | | | |
| Interprets information and draws conclusions as it relates to the plot and its place on the graph. | | | | |
| **Communication**<br>Communicates the information in the prescribed logical/sequential order. | | | | |
| Uses an appropriate choice of words to convey ideas concisely. | | | | |
| **Application**<br>Uses the appropriate conventions of language, such as grammar and punctuation. | | | | |
| Work is free of mechanical errors. | | | | |
| Uses reading strategies to locate the necessary information in the story to use in graphing the plot. | | | | |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

## Appendix 5.3

### PIN (Positive – Interesting – Negative) Profile

| **Major Character** | **Positive** | **Interesting** | **Negative** |
|---|---|---|---|
| 1. Protagonist | •<br>•<br>•<br>•<br>• | •<br>•<br>•<br>•<br>• | •<br>•<br>•<br>•<br>• |
| **Major Character** | **Positive** | **Interesting** | **Negative** |
| 2. Antagonist | •<br>•<br>•<br>•<br>• | •<br>•<br>•<br>•<br>• | •<br>•<br>•<br>•<br>• |
| **Major Character** | **Positive** | **Interesting** | **Negative** |
| 3. | •<br>•<br>•<br>•<br>• | •<br>•<br>•<br>•<br>• | •<br>•<br>•<br>•<br>• |

## Appendix 5.4

### Conflict Paragraph Rubric

Name:

| | **Limited Level 1** | **Some Level 2** | **Considerable Level 3** | **Thorough Level 4** |
|---|---|---|---|---|
| **Knowledge/Understanding**<br>Demonstrates an understanding of the form of writing required (paragraph structure – topic sentence, body, conclusion). | | | | |
| Demonstrates an understanding of type of information and ideas to be presented, and the concepts required to complete the assignment. | | | | |
| **Thinking/Inquiry**<br>Demonstrates thought and creativity in the way the problem or situation is presented. | | | | |
| Effectively explains the problem or the situation to be resolved to the intended audience. | | | | |
| Shows evidence of assessing the problem or situation, and analysing its components. | | | | |
| **Communication**<br>Communicates the information clearly. | | | | |
| Ideas are presented in a logical order. | | | | |
| There is sentence variety. | | | | |
| Sentences are linked with transitions and contain relevant information to the topic | | | | |
| The level of language and vocabulary are appropriate for the intended audience. | | | | |
| **Application**<br>Uses the required language conventions (spelling, grammar, punctuation and word usage). | | | | |
| Work shows evidence of editing and revising according to the writing process. | | | | |
| There is evidence that connections have been made between the situation in the novel and real-life situations. | | | | |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

## Appendix 5.5

### Beyond The Novel: Final Activity Options

Students are to choose a summative task from the following topics. Students may present a written outline of an alternative project they may want to complete, with teacher approval. The students chosen assignment will be marked according to content, and relevance to the novel and the amount of effort put into it. An assignment that is done with care, incorporating the steps of the writing process will receive a higher mark than one that is done hastily without effort.

All students will be prepared to give a 5-10 minute oral presentation relating to the development and content of their wrap-up activity.

1. Find, read, and outline seven to ten newspaper articles dealing with the same social issue that was addressed in the novel. Write a properly formatted letter to the editor of the newspaper in the place where the novel is set stating your point of view and providing supporting arguments that address the issue as it was presented in the novel as well as in the articles.
2. Create an alternate cover for the novel. Design the cover of the book and include similar information. Write a new synopsis of the novel and create book reviews that would be included on the back of the novel jacket.
3. Draw a map of the location where the novel takes place. Include features such as landforms, the character's home, school or workplace, parks, and other locations relevant to the story. Use your mapping skills from Geography to formulate a location grid, symbols, and a scale for the map. Include small captions beside each locale explaining its significance in the novel.
4. You have been asked to write the first chapter of the sequel for this novel. Using the information on the layout of a novel, write a chapter that would establish the setting, introduce the main character, and the conflict to be resolved in the novel.
5. Hollywood has asked you to create an advertising campaign for the movie that is to be produced from this novel. Create a movie poster that shows a scene from the story. Write the script for a commercial for the movie. Select a suitable cast to assume the roles of the characters in the film.
6. Create eight comic strip blocks, complete with dialogue to present an event in the story. Assume that your comic is a serial (keeps going).
7. You are a character from the novel looking for a suitable job. Write a properly formatted resume and cover letter to apply for the position. You may use want ads in local newspapers or a job search on the Internet to locate the possible position.
8. Other possible projects should be discussed with the teacher.

# Appendix 5.6

## Oral Presentation Rubric

Name:

| Categories | Limited<br>Level 1 | Some<br>Level 2 | Considerable<br>Level 3 | Thorough<br>Level 4 |
|---|---|---|---|---|
| **Knowledge/Understanding**<br>Demonstrates an understanding of the issues and content of the novel. | | | | |
| Understands the concepts and themes presented in the novel. | | | | |
| Understands the requirements of an oral presentation. | | | | |
| **Thinking/Inquiry**<br>Demonstrates reflection and analysis in the way that the information is presented. | | | | |
| Information is explained, strategies are evident, and conclusions are well formed. | | | | |
| **Communication**<br>Where necessary, visual aids are used effectively to convey the message. | | | | |
| Information is arranged logically and presented clearly. | | | | |
| Language level and vocabulary used are appropriate for the intended audience. | | | | |
| Voice is clear and easily understood. | | | | |
| Eye contact is made with the audience. | | | | |
| **Application**<br>Uses appropriate language conventions (grammar, word usage) | | | | |
| Demonstrates good use of the application of technology suitable to the topic selected. | | | | |
| Have made connections between the in-class study of the novel and real-life occupations, issues, and activities. | | | | |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

# Unit 6: The Dramatic Form: Short Plays and Monologues

**Time:** 15 hours (+ 5 hours from Unit 1)

## Description

In this unit, students will examine a variety of contemporary short plays and demonstrate their understanding of the dramatic form through reading and writing. Students will examine the elements of a written script; reflect on and share their ideas based on a guided reading of a play; discover the need and purpose of stage directions; and research some aspect of dramatic presentation using a variety of print, electronic, and community based resources. Through individual and group assignments, in close consultation with the teacher, students will practice and improve their writing skills by using all steps of the writing process. Students will complete the unit by creating a 50-line script based on a Biblical theme. This unit promotes the integration of the Catholic faith tradition into the critical analysis of the dramatic form.

## Strand(s) and Expectations

### Ontario Catholic School Graduate Expectations

CGE1a - illustrate a basic understanding of the saving story of our Christian faith;
CGE2a - listen actively and critically to understand and learn in light of gospel values;
CGE2b - read, understand, and use written materials effectively;
CGE2c - present information and ideas clearly and honestly and with sensitivity to others;
CGE2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
CGE3b - create, adapt, and evaluate new ideas in light of the common good;
CGE3c - think reflectively and creatively to evaluate situations and solve problems;
CGE4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b - demonstrate flexibility and adaptability;
CGE4c - take initiative and demonstrate Christian leadership;
CGE4e - set appropriate goals and priorities in school, work, and personal life;
CGE5b - think critically about the meaning and purpose of work;
CGE5e - respect the rights, responsibilities, and contributions of self and others;
CGE5f - exercise Christian leadership in the achievement of individual and group goals;
CGE7b - accept accountability for one's own actions;
CGE7i - respect the environment and uses resources wisely.

**Strand(s):** Reading Skills, Writing Skills

### Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;

WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources where appropriate.

## Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge and responding imaginatively (e.g., read a short story as a model for writing; read a magazine article on a topic of personal interest and report on the main ideas and details to a small group);
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points (e.g., skim texts to locate specific ideas; discuss the effectiveness of a reading strategy modelled by the teacher; assess the appropriateness of a reading strategy used during a guided reading session; compare reading strategies used by various students to read the same passage; identify their own strengths and weaknesses in reading and set goals for improvement);
RE1.03 - use knowledge of the organization of texts to locate relevant information (e.g., create chapter titles to identify plot details in a novel; use headings, table of contents, and the index to find specific information in a text; refer to illustrations and diagrams to clarify information; explain the role of the introduction, body, and conclusion of a short essay in communicating the main idea; use knowledge of the organizational pattern of a text, such as comparison and contrast or cause and effect, to locate answers to questions about the text);
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts (e.g., make judgements about a character's values based on implicit and explicit information in a short story; read a magazine article and discuss the perspective of the writer; chart explicit information about a character in a short story; state the main idea in an opinion piece and list supporting details; differentiate between fact and opinion in a magazine article);
RE1.05 - compare their own interpretations of texts with those of others (e.g., record responses to self-selected materials and share them with others in a small group; chart and compare various responses to the actions of a character in a novel; discuss different interpretations of the same text and suggest possible reasons for the differences; compare their own preferences for authors, genres, and topics with those of peers; explain how personal values and perspectives influence responses to and interpretations of texts);
RE2.01 - use knowledge of the elements of drama, with an emphasis on plot, character development, conflict, and dialogue, to understand and interpret plays;
RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively (e.g., discuss how descriptive language helps create a mood in a short story or poem; explain how connecting words help clarify the sequence in a set of instructions; describe how precise technical words strengthen the message in an article about safety);
RE4.01 - preview vocabulary before reading (e.g., skim and scan texts to identify unfamiliar words and look them up in a dictionary or glossary);
RE4.02 - use word-identification strategies while reading (e.g., sound out unfamiliar words; scan texts for key words; read ahead in the passage to find or deduce the meaning of an unfamiliar word or phrase; use root words, prefixes, and suffixes to determine the meaning of specialized vocabulary);

RE4.03 - use context to determine the meaning of unfamiliar words (e.g., use the surrounding information and vocabulary in a sentence or paragraph to deduce or infer the meaning of abstract or specialized words; use accompanying illustrations, diagrams, and charts to determine the meaning of unfamiliar words and phrases in a textbook);
WR1.01 - describe and use strategies to generate ideas and explore topics for writing (e.g., brainstorm approaches to a topic; use graphic organizers to connect and structure ideas; use charts and graphs as sources of information; identify key words to narrow a topic);
WR1.03 - locate and record information from a variety of print and electronic sources (e.g., use an electronic catalogue in the library or an Internet search engine to locate information from textbooks, encyclopedias, magazines, CD-ROMs, and websites; use highlighting, note making, paraphrasing, and summarizing to gather and record relevant information);
WR2.01 - demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays (e.g., write frequently on self-selected and teacher-assigned literary and general-interest topics in a variety of forms);
WR2.02 - describe the form, purpose, and intended audience for each piece of writing;
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience (e.g., use formal language in a short essay describing the theme of a novel studied; use the impersonal third person consistently in the summary of a report; use the first person in a friendly letter);
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types (e.g., compose a variety of single, compound, and complex sentences on a topic; alter the word order in sentences for emphasis and variety);
WR3.02 - organize sentences about a topic into coherent and unified paragraphs (e.g., use a topic sentence to state the main idea of a paragraph; use relevant details to develop the main idea; use a specific pattern, such as logical, chronological, or climactic order, to organize information in a paragraph);
WR3.03 - organize paragraphs into coherent and unified narratives, reports, letters, and short essays (e.g., maintain a consistent point of view in a narrative; use transition words to link paragraphs in a letter; state the controlling idea in the opening paragraph of a short essay);
WR4.01 - revise drafts to strengthen the content (e.g., use feedback from a partner to identify incomplete ideas or lack of details; read passages aloud to identify unnecessary or incorrectly placed information);
WR4.02 - revise the organization of drafts to improve clarity of thought and expression (e.g., use a highlighter to track the logical development of ideas; use a word-processing program to reorder sentences, paragraphs, or sections of a draft; combine simple sentences to show a clear relationship between ideas);
WR4.03 - revise drafts to improve coherence (e.g., signal transitions with appropriate transition words and phrases; check for consistency between the topic sentence and the concluding statement);
WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience (e.g., maintain consistent use of the impersonal third person in the summary of a report; check the use of the first person in a friendly letter; review the use of formal language in a short essay describing the theme of a novel studied);
WR4.05 - use print and electronic dictionaries, thesauri, and reference texts to select precise and appropriate vocabulary and find alternative phrasings for awkward constructions (e.g., select and use specialized vocabulary to clarify technical information and complex concepts);
WR5.01 - incorporate information from research into written work by using quotation marks and consistent documentation;
WR5.02 - describe and use strategies to edit, proofread, and correct written work (e.g., use peer feedback to identify errors in sentence structure and grammar; use spell checkers to flag possible spelling errors; replace incorrectly used homophones and homonyms);

WR5.03 - identify and use appropriate and effective techniques and formats to publish written work (e.g., word-process the final copy of a short story; edit and format a class anthology of effective student writing; add diagrams and charts to a report for a bulletin-board display);
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

- Grammar and Usage: Identify the rules of subject-verb and pronoun agreement and apply them correctly;
- Grammar and Usage: Identify and use correctly the principal parts of irregular verbs;
- Spelling: Identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors (e.g., use knowledge of word patterns, word families, root words, prefixes, suffixes, and syllabication to check spelling; use a variety of spelling references, such as dictionaries and spell checkers, to flag possible errors);
- Spelling: Spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns (e.g., check a dictionary for the correct spelling of abbreviations and technical terms);
- Punctuation: Identify the use of effective punctuation when reading and use punctuation correctly when writing.

## Activity Titles (Time + Sequence)

| | | |
|---|---|---|
| Activity 1 | Introduction: The Elements of a Written Script | 120 minutes |
| Activity 2 | Guided Reading of a Short Play | 390 minutes |
| Activity 3 | Research Assignment | 210 minutes |
| Activity 4 | Play Writing: Creating Stage Directions | 180 minutes |
| Activity 5 | Culminating Activity: Write Your Own Script | 300 minutes |

## Unit Planning Notes

- In addition to the 15 hours that have been assigned to this unit, five hours are spent on reading and writing skills introduced in Unit 1 of this course.
- This unit will require students to set goals and timelines for completing assignments, and use their problem solving skills to create stage directions, research an aspect of drama or producing drama, and write a 50-line script.
- Play selections should be of high-interest to the students.
- Due to the amount of reflection and discussion in this unit, it is necessary to encourage students to participate in class discussions through a series of questions designed prior to the lesson.
- The teacher should reserve the Library/Resource Centre and Computer Lab prior to beginning the unit.
- Incorporating cross-curricular themes into the study of the dramatic works is recommended.
- Students may be required to make appointments with local media personalities in partial fulfilment of Activity 4. Thus, the research activity should be discussed early in the unit, and students should be assisted in setting the necessary goals and priorities needed to complete the assignment.
- The parameters of the culminating activity, a 50-line script should be described to the students at the beginning of the unit to allow students to select an appropriate theme for their drama.
- Teachers should refer to the students' IEPs to ensure that suitable accommodations and/or modifications are made to enhance the learning opportunities in this unit.

## Prior Knowledge Required

Students will:

- have basic knowledge of the differences between a short play and a short story;
- be aware that the purpose of dramatic writing is for stage performances;
- be capable of recording their ideas in writing and taking notes from the board;
- be familiar with the concepts of playwright, actors, director(s), and audience in a dramatic production from other English courses and personal experience;
- be computer literate and able to use the Internet and word-processing programs;
- be aware of the school board's protocol for Internet use and be prepared to abide by it;
- be familiar with, and able to draw from, Biblical stories and the lessons they teach.

## Teaching/Learning Strategies

- Brainstorming
- Class discussions
- Collaborative learning
- Teacher-led Socratic lessons
- Teacher/student conferencing
- Writing, editing and revising
- Self/peer editing and conferencing
- Word processing and desktop publishing
- Modelling dramatic readings
- Note taking and note making
- Research skills and techniques in collaboration with the teacher librarian
- Oral reading and reading decoding techniques
- Reading comprehension questions and activities
- Personal Dictionary
- Portfolios of Written Work

## Assessment and Evaluation

### Formative Assessment

- Student/teacher conferences during the activities promoting the positive elements of their work
- Informal observation of students during group and individual work
- Completed activities assessed by rubrics/checklists
- Portfolio of Written Work and Personal Dictionary entries
- Completed self and peer editing checklists

### Summative Evaluation

- 50-line scripts created by the students assessed by a student/teacher designed rubric
- Portfolio of Written Work assessed by the Portfolio of Written Work Rubric (Appendix 1.18)
- Personal Dictionary assessed by the Personal Dictionary Rubric (Appendix 1.17)

## Accommodations

- Preferential/strategic seating
- Peer tutor or Special Education assistance to help with the completion of the task
- Assistance with organizational and time management skills

- Flexible timelines and/or adjust the length and number of assignments required
- Enlarged print
- Dual language dictionaries

## Resources

Contemporary Short and Long Plays such as:

*Abingdon's Easter Drama Collection*. Abingdon Press, 1997. ISBN 0-687041988

*Instant Applause*. Blizzard Publishing. ISBN 0-921368380

*Instant Applause, Volume II*. Blizzard Publishing. ISBN 0-921368607

James, JoAnne. *Three Quest Plays*. Raincoast Book Distributors, 1998.

Mckay, David Wayne. *A Cast of Characters: Five Cape Breton Plays*. UCCB Press, 1999.

Plant, Richard. *The Penguin Book of Modern Canadian Dramas*. Penguin Publishers, Canada.

Sears, Djanet. *Testifyin' Contemporary African-Canadian Drama*. Playwrights of Canada Press, 2000.

Wasserman, Jerry. *Modern Canadian Plays, Volume II*. Talonbooks, 1996. ISBN 0-889224374

Contemporary Dramatic Monologues such as:

*Another Perfect Piece Monologues from Canadian Plays*. Blizzard Publishing. ISBN 0-887545181

*The Perfect Piece Monologues from Canadian Plays*. Blizzard Publishing. ISBN 0-887544983

Texts on writing plays such as:

Downs, William M. *Playwriting: From Formula to Form*. Harcourt Brace Children's Books, 1997. ISBN 0-155038613

CD-ROM reference materials

Word processing software

Internet

School library research materials and reference books

Audio visual equipment

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

Catholic resources such as *Catholic New Times, National Catholic Reporter, The Catholic Digest,* and *The Catholic Register*

ICE Documents:

"Educating the Soul"

"Curriculum Matters"

"Ontario Catholic Education and the Corporate Sector"

Ontario Conference of Catholic Bishop's Statements on a variety of social and ethical issues

Bible Commentaries available from the Religious Education Department including:

*Gospel Parallels: A Comparison to the Synoptic Gospels*

*The Concise Concordance to the New Revised Standard Version*

*The New Jerome Biblical Commentary*

## Activity 1: Introduction: The Elements of a Written Script

**Time:** 120 minutes

### Description

This activity will allow students to explore the unique elements of a dramatic script. After a brief review of the structure of a play, students will make observations on its format, such as Acts, Scenes, line numbers, cast list, stage directions, and director's notes, and explain the purpose and importance of each.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2b, 4a, 4b, 4c, 4e, 5e, 5f.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.04, WRV.02, WRV.03.

**Specific Expectations:** RE1.01, RE1.02, RE1.03, RE1.05, RE2.01, RE4.01, RE4.02, RE4.03, WR2.01, WR3.01, WR3.02.

### Planning Notes

- Select excerpts from plays that clearly indicate the format and organizational structure of a standard drama. Selections do not have to include the entire play; focus on the information pertinent to the assignment. The teacher may choose to use the play students will be reading for this activity instead of excerpts.
- Provide students with chart paper and a permanent marker for this assignment.
- Select a video of a short drama to show students in order to discuss the organizational structure required to produce such a program. Ensure that no copyright laws are violated.
- Ensure that the necessary audio-visual equipment is available.
- As an extension activity, students could be asked to select a commercial and identify the elements of a script present in the commercial.
- Have information on the research assignment, Activity 5, to give the students so that they may schedule their time and any necessary appointments.
- Be prepared to discuss the final assignment with the students to allow them to select an appropriate Biblical theme and setting for their scripts.
- Refer to the students' IEPs for necessary accommodations and/or modifications.

### Prior Knowledge Required

Students will:

- understand the differences between a short play and a short story;
- be aware that the purpose of dramatic writing is for performance;
- be capable of recording their ideas in writing and taking notes from the board;
- be familiar with the structure of a play or script from previous English classes and personal experience;
- be familiar with classroom procedures and conduct expectations when participating in group activities.

### Teaching/Learning Strategies

- The teacher will review the structure of a drama – dialogue, line numbers, Acts and Scenes and the additional information provided in a drama – cast lists, stage directions, and director's notes.
- The teacher will show students a video of a short drama.
- Students will discuss the similarities between a video drama and a written script, looking at the information and organization necessary to turn a script into a dramatic production.

- The teacher will distribute excerpts from selected plays or refer to the appropriate section of the class text.
- Students will read silently the selections, and highlight any unfamiliar words.
- Students will use context clues to suggest the meaning of the highlighted words and/or look them up in the dictionary. Students will enter unfamiliar words into their personal dictionaries.
- The teacher will lead a brief discussion to review the differences between a short story and a short play.
- Students will examine the dramatic selection, and make notes on how the piece differs in format from a short story.
- Students' observations will be listed on the board. These should include the divisions in the play, line identification, cast list, stage directions, director's notes, the way dialogue is presented, the lack of descriptive passages, etc.
- The teacher will divide the students into groups and assign one of the characteristics listed, e.g., line identification, cast lists, etc. to each group.
- Students will brainstorm with group members to identify the purpose and importance of the characteristic they have been assigned. The teacher will facilitate this discussion by stating that the students should consider the importance of their assigned element to its intended audience (e.g., director's notes are for the director, the cast list helps the audience identify the players, etc.).
- Students will discuss the various jobs involved in staging a play, and the careers that stem from drama and dramatic productions.
- Each group will write their information on the chart paper, present their work to the class, and be prepared to expand on the points in order to ensure comprehension.
- The teacher will provide students with the information concerning the research assignment and the culminating activity for the unit so that they may set appropriate goals for completing the work and make any appointments necessary for the research component.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal Teacher Observation of students during group work
- Checklist for Group Work (see Appendix 1.14)

## Accommodations

- Preferential/strategic seating
- Peer tutor or Special Education assistance to help with the completion of the task
- Enlarged print
- Dual language dictionaries

## Resources

Resources listed are for teacher use. Student resources will be available at a later date.

Contemporary Short and Long Plays such as:

*Abingdon's Easter Drama Collection*. Abingdon Press, 1997. ISBN 0-687041988
*Instant Applause*. Blizzard Publishing. ISBN 0-921368380
*Instant Applause, Volume II*. Blizzard Publishing. ISBN 0-921368607
James, JoAnne. *Three Quest Plays*. Raincoast Book Distributors, 1998.
Mckay, David Wayne. *A Cast of Characters: Five Cape Breton Plays*. UCCB Press, 1999.
Plant, Richard. *The Penguin Book of Modern Canadian Dramas*. Penguin Publishers, Canada.

Sears, Djanet. *Testifyin' Contemporary African-Canadian Drama*. Playwrights of Canada Press, 2000.

Wasserman, Jerry. *Modern Canadian Plays, Volume II*. Talonbooks, 1996. ISBN 0-889224374

Contemporary Dramatic Monologues such as:

*Another Perfect Piece Monologues from Canadian Plays*. Blizzard Publishing. ISBN 0-887545181

*The Perfect Piece Monologues from Canadian Plays*. Blizzard Publishing. ISBN 0-887544983

Texts on writing plays such as:

Downs, William M. *Playwriting: From Formula to Form*. Harcourt Brace Children's Books, 1997. ISBN 0-155038613

Television and VCR

## Activity 2: Guided Reading of a Short Play

**Time:** 390 minutes

### Description

This activity will allow students to practise the reading skills they have acquired throughout the semester. Students will read a play selected by the teacher, and answer questions on content, style, and technique. During this activity, students will reflect on the literature they have read and compare their observations through class discussions. As a culminating activity, students will replace the main character with Jesus and rewrite the ending of the drama.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1a, 2a, 2b, 3b, 3c, 4a, 4b, 4c, 5b, 5e, 5f.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03.

**Specific Expectations:** RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, RE2.01, RE3.01, RE4.02, RE4.03, WR1.03, WR2.02, WR3.01, WR3.02.

### Planning Notes

- Select a short play on a topic of interest to the students. The play selected should be based on a theme such as love, greed, or friendship that is relevant to the students' experiences and can be easily compared to or contrasted with the moral teachings modelled by Jesus Christ (see Appendix 6.1 for Jesus' Parables).
- Be prepared to model the reading of a script. Assign roles to volunteers who will have the opportunity to rehearse the passages.
- Create an evaluation scheme for the rewritten ending that is the culminating activity.
- Prepare questions on the theme, content, and message of the play.
- Refer to the students' IEPs to make necessary accommodations and/or modifications.

### Prior Knowledge Required

Students will:

- understand the organizing principles and unique elements of a dramatic script as examined in Activity 1;
- be familiar with the roles of the author (playwright), actors, director(s), and audience in a dramatic production introduced in Activity 1;

- be aware that the purpose of dramatic writing is for stage performances;
- have a basic understanding of the elements of plot, character development, and conflict, as introduced in Units 2 and 5;
- follow classroom protocol for discussion sessions;
- be familiar with the story of Jesus and the values He promotes.

## Teaching/Learning Strategies

- The teacher will select an appropriate dramatic piece with themes familiar to the students for the class to read.
- The teacher will distribute the Guided Reading of a Short Play sheet to help with comprehension during the reading (see Appendix 6.2).
- The teacher will lead an in-class oral reading of the selection to demonstrate how a play should be read, modelling the tone, pace, and where appropriate, the attitude of different characters.
- Based on the teacher-model, student volunteers will read assigned roles that may be passed on at appropriate breaks in the play. Students will be given the opportunity to rehearse the roles prior to the in-class readings.
- During the appropriate breaks in the play, students will discuss the play, its theme, character development, plot, etc., and predict subsequent events and potential endings.
- After the reading is completed, the teacher will conduct a class discussion based on the guided reading questions, asking students to share their interpretations of the play.
- Upon completion of the discussion, the teacher will assign comprehension questions for the students to complete individually. Students will also be asked to make inferences and judgements about a character based on explicit and implicit information such as the character's words, actions, description, name, and comments made by other characters.
- As well, students will respond in their Portfolios of Written Work to questions related to their personal reactions and the moral implications of the work studied.
- As a culminating activity, in groups, students will assume that Jesus is one of the main characters of the play, and rewrite the ending of the play accordingly.
- The teacher will provide students with the rubric that will be used to assess the rewritten endings.
- The teacher will ask volunteers to present, by role playing, their rewritten endings.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of group activity and participation in discussions
- Maintained and updated Personal Dictionaries
- Portfolio of Written Work entry
- Completed guided reading questions
- Completed comprehension questions
- Rewritten ending of the play assessed by a teacher designed rubric

## Accommodations

- Peer tutor or Special Education assistance to help with reading and writing
- Flexible timelines and modified assignment lengths
- Dual language dictionaries
- Use of electronic spelling and grammar aids

### Resources

Contemporary Short and Long Plays such as:

- *Abingdon's Easter Drama Collection*. Abingdon Press, 1997. ISBN 0-687041988
- *Instant Applause*. Blizzard Publishing. ISBN 0-921368380
- *Instant Applause, Volume II*. Blizzard Publishing. ISBN 0-921368607
- James, JoAnne. *Three Quest Plays*. Raincoast Book Distributors, 1998.
- Mckay, David Wayne. *A Cast of Characters: Five Cape Breton Plays*. UCCB Press, 1999.
- Plant, Richard. *The Penguin Book of Modern Canadian Dramas*. Penguin Publishers, Canada.
- Sears, Djanet. *Testifyin' Contemporary African-Canadian Drama*. Playwrights of Canada Press, 2000.
- Wasserman, Jerry. *Modern Canadian Plays, Volume II*. Talonbooks, 1996. ISBN 0-889224374

Contemporary Dramatic Monologues such as:

- *Another Perfect Piece Monologues from Canadian Plays*. Blizzard Publishing. ISBN 0-887545181
- *The Perfect Piece Monologues from Canadian Plays*. Blizzard Publishing. ISBN 0-887544983

Texts on writing plays such as:

- Downs, William M. *Playwriting: From Formula to Form*. Harcourt Brace Children's Books, 1997. ISBN 0-155038613

Word-processing software

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

Bible Commentaries available from the Religious education Department including:

- *Gospel Parallels: A Comparison to the Synoptic Gospels*
- *The Concise Concordance to the New Revised Standard Version*
- *The New Jerome Biblical Commentary*

## Activity 3: Research Assignment

**Time:** 210 minutes

### Description

The purpose of the research assignment is to provide additional exposure to a variety of print, electronic, and community resources to allow students to find, select, and organize information on a topic of their choice related to the dramatic form. Students will go beyond the dramatic text to research the background of a play and its setting, the background of a historical character used in a play or other dramatic forms, or the history of production and the methods involved in producing a news or community oriented media show. A written report will be prepared.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2b, 2c, 2e, 7b, 7i.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.01, RE2.01, WR1.01, WR1.03, WR2.01, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

## Planning Notes

- It is necessary to reserve the Library/Resource Centre and Computer Lab for the full time required by this activity.
- All work should be completed and edited on the word-processor.
- The teacher-librarian should receive a copy of the topics available to the students prior to this activity.
- Where students are using community resources, sufficient time will be needed to schedule interviews, class visits, etc. For this reason, it is recommended that students be informed of this activity early in the unit.
- Refer to the students' IEPs to ensure that necessary accommodations and/or modifications are made.

## Prior Knowledge Required

Students will:

- be capable of recording their ideas in writing and taking notes from the board;
- have a basic knowledge of word-processing programs;
- be aware of the methods used to find research material in the Library and on the Internet;
- be aware of school board protocol regarding proper Internet use;
- be aware of expected behaviour in the community.

## Teaching/Learning Strategies

- The teacher will review the steps required for effective research as covered in Unit 1, Activity 5, as well as review the various methods of organizing material covered in Unit 3, Activity 4.
- The teacher will discuss the method of interviewing someone – questions to ask, how to record answers, etc.
- The teacher will review the ways of presenting a report, and the different styles the students may use.
- Students will choose a topic from a list provided by the teacher; the topics will be based on the setting of the play, the background of a character, or the history of the play's production. If the opportunity exists, students may elect to research community based dramatic productions such as local amateur theatre companies, or a local television station. Students may discuss alternate topics with the teacher, and they may be approved at the teacher's discretion.
- The teacher will remind students of the school board protocol regarding proper Internet and computer use.
- The teacher/librarian will inform students of the location of materials such as biographies, reference books, newspapers, magazines, appropriate websites, and topic-specific books based on the list of topics provided by the teacher.
- Students will use the available library indexes, and electronic indexes, to locate additional resources on their topic.
- Students will use both electronic and print texts for their research. Some students may choose to interview people involved in dramatic production as well, and interview notes will constitute research material. If students visit a production site, notes and comments on the visit will also constitute research.
- Students will use the table of contents, chapter headings, and content indexes in books to locate relevant information.
- Students will skim and scan a variety of resources on their topic.
- Students will make notes from sources, and find the important facts on their topic.
- The teacher will observe and monitor the progress and direction of student activity.
- Students will select an appropriate writing style for their reports (descriptive, narrative, and instructional, etc. as addressed in Unit 1, Activity 6).

- Students will demonstrate their organizational skills by arranging their points in logical order (e.g., order of importance, chronological, sequential, etc.).
- Students will clearly identify the title and author of each resource.
- Students will revise and edit their work by using a variety of strategies and resources such as peer editors, electronic and print thesauri and dictionaries, spell checkers, and grammar checkers.
- Students will have the opportunity to share their research with the class.
- In their Portfolios of Written Work, students will reflect on what they have learned from their research and the reports presented by the other students.
- As a follow-up activity, speakers from the community who are involved with dramatic presentation and productions could be invited to speak to the class about the staging/producing of such programs.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of student research
- Completed peer/self-editing checklist for research assignment (see Appendix 6.3)
- Completed peer/self-editing checklists for writing (Appendices 1.10, 1.11)
- Peer conferences
- Student/teacher conferences

### Summative Evaluation

- Research report assessed by the Research Report Rubric (Appendix 6.4)

## Accommodations

- Assistance with organizational skills
- Review time management techniques
- Peer tutor or Special Education assistance to help with completing the task
- Flexible timelines and modified assignment lengths
- Dual language dictionaries

## Resources

Newspapers, magazines, and journals
CD-ROMs
Word processing software
Internet search engines and websites
Community resources such as local theatre groups, television stations, etc.
Printed research materials

## Activity 4: Play Writing: Creating Stage Directions

**Time:** 180 Minutes

### Description

The purpose of this activity is to further student knowledge of the purpose of stage directions and how they are written. Students will create stage directions with special consideration to form, purpose, and audience. Students will maintain a consistent verb tense and use the third person throughout their stage directions.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, 2b, 2c, 5b.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.03, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations**: RE1.01, RE3.01, WR2.01, WR2.03, WR3.01, WR3.02, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.02, WR5.03, WR5.04.

### Planning Notes

- Prepare worksheets to review the use of adverbs, adjectives and third person narration.
- Prepare to discuss the importance of complete and thorough stage directions by selecting specific examples from the play studied in Activity 2.
- Select two excerpts from two plays unfamiliar to the students, remove the existing stage directions, and number the blank spaces. Excerpts should be taken from a dialogue section and not the opening scene.
- Prepare an overhead of each excerpt with its original stage directions, and of one modified excerpt that will be used as a whole class activity. Have an overhead projector available.
- Arrange to have access to the Library/Resource Centre and Computer Lab.
- As an extension activity, students could be required to produce a three dimensional model of the setting of a scene in the play they studied in Activity 2 following the stage directions given in the play.
- Refer to the students' IEPs to make necessary accommodations and/or modifications.

### Prior Knowledge Required

Students will:

- be aware of the characteristics of a written script;
- be aware of the concept of intended audience;
- have some understanding of the purpose of stage directions from Activity 1 of this unit.

### Teaching/Learning Strategies

- Students will examine the stage directions given at the beginning of the play they read in Activity 2 and discuss how the stage directions given help students to visualize and understand the setting of the play, and assist the producer in staging the play.
- The teacher will draw a stage on the board to review and reinforce the concepts of positions on stage.
- Students will turn to a specific act or scene selected by the teacher, examine the stage directions given, and discuss how the stage directions help the reader to understand the action occurring on stage, and the actors and director in presenting the play.
- The teacher will ask students why clear directions are needed not only in plays, but also in real-life situations and ask students to provide examples of when the need to give clear directions might arise. The teacher may refer to the "How to" article in Unit 3, Activity 4, to begin the discussion.

- Ask students to give oral directions to a number of well-known locations in the community, stressing the need for accuracy and clarity.
- Students will examine the stage directions from the play they read to see how they are written – type of vocabulary used, third person narration, etc. The teacher will review the use of adjectives, adverbs, verb tenses, and third person narration as they apply to stage directions.
- The teacher will ask students what they think would happen if there were no stage directions given in a play.
- The teacher will put one page of the modified excerpt on the overhead and ask students to read the dialogue and suggest what stage directions might fit in the numbered blanks. The teacher will continue in the same fashion until students have provided stage directions for the entire excerpt.
- The teacher will put up the first page of the original script and compare it with the stage directions created by the students. Students will discuss the similarity and differences in the two sets of stage directions and how they alter the movements and actions of the characters and the understanding of the audience.
- The teacher will distribute the copies of the second excerpt to the students.
- The teacher will instruct the students to read the script carefully and then create appropriate stage directions for each of the numbered blanks. The teacher will remind the students to pay attention to proper verb tense and third person narration.
- The teacher will provide students with a copy of the rubric (see Appendix 6.6) that will be used to assess their stage directions.
- Students will examine one another's stage directions using the peer editing rubric provided (see Appendix 6.5)
- Students will share their stage directions with the class and compare their ideas with others as well as with the original directions given by the author of the script.
- In their Portfolios of Written Responses, students will comment on the need to be able to give clear directions not only in a play, but also in real life situations.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation of students working in pairs
- Student/teacher conferences
- Peer conferences
- Completed peer editing checklist (see Appendix 6.5)

### Summative Evaluation

- Stage directions assessed by the Create Your Own Stage Directions Rubric (see Appendix 6.6)

## Accommodations

- Assistance with organizational skills and time management techniques
- Peer tutor or Special Education assistance to complete task
- Modified assignment lengths and flexible timelines
- Dual language dictionaries

## Resources

Contemporary Short and Long Plays such as:

- *Abingdon's Easter Drama Collection*. Abingdon Press, 1997. ISBN 0-687041988
- *Instant Applause*. Blizzard Publishing. ISBN 0-921368380
- *Instant Applause, Volume II*. Blizzard Publishing. ISBN 0-921368607
- James, JoAnne. *Three Quest Plays*. Raincoast Book Distributors, 1998.
- Mckay, David Wayne. *A Cast of Characters: Five Cape Breton Plays*. UCCB Press, 1999.
- Plant, Richard. *The Penguin Book of Modern Canadian Dramas*. Penguin Publishers, Canada.
- Sears, Djanet. *Testifyin' Contemporary African-Canadian Drama*. Playwrights of Canada Press, 2000.
- Wasserman, Jerry. *Modern Canadian Plays, Volume II*. Talonbooks, 1996. ISBN 0-889224374

Contemporary Dramatic Monologues such as:

- *Another Perfect Piece Monologues from Canadian Plays*. Blizzard Publishing. ISBN 0-887545181
- *The Perfect Piece Monologues from Canadian Plays*. Blizzard Publishing. ISBN 0-887544983

Texts on writing plays such as:

- Downs, William M. *Playwriting: From Formula to Form*. Harcourt Brace Children's Books, 1997. ISBN 0-155038613

## Activity 5: Culminating Activity: Write Your Own Script

**Time:** 300 minutes

### Description

The purpose of this activity is to bring together all the elements of the dramatic form studied in this unit. Students will produce a 50-line script, based on a Biblical theme. The script will demonstrate an understanding and appreciation of the major elements of the dramatic form such as line identification, a cast list, stage directions, director's notes, and dialogue.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1a, 2a, 2b, 2c, 4e, 7b.

**Strand(s):** Reading Skills, Writing Skills

**Overall Expectations:** REV.01, REV.02, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

**Specific Expectations:** RE1.01, RE2.01, WR1.01, WR2.01, WR3.01, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.02, WR5.03, WR5.04.

### Planning Notes

- In order for this activity to be successful, students must incorporate the knowledge acquired from the completed activities in this unit.
- In consultation with the students, the teacher will devise a rubric for the evaluation of this activity.
- The teacher will reserve the Library/Resource Centre and Computer Lab for students to format their scripts and use electronic editing devices.
- The content for the script should be based on a Biblical theme, but students should be encouraged to be creative. For example, they could use the story of the Prodigal Son, but modernize it. Some suggestions of Biblical stories can be found in Appendix 6.1.
- Teachers should have Bible commentaries available for students who may require additional information or interpretation of an event. This assignment could provide an excellent cross-curricular link with the Religion program and consultation with the Religious Education Department is encouraged. Students may also benefit from consultation with the Social Studies Departments concerning the geography and present political make up of the of the Middle East.
- Teachers should refer to the students' IEPs for relevant accommodations and/or modifications.
- As a follow up activity, students could share their plays with the students in other classes.

### Prior Knowledge Required

Students will:

- be familiar with the format of dramatic writing;
- be familiar with some Biblical figures, themes and stories;
- be familiar with producing documents on a word processor.

### Teacher/Learning Strategies

- As a class, students will brainstorm possible Biblical themes, issues, and stories that could be used as the basis for their plays. Students will discuss how these Biblical themes, issues and stories are used in modern television dramas and situation comedies.
- The teacher will collaborate with students to develop a rubric to assess their completed scripts.
- Students will choose a Biblical theme, issue, or story to create a 50-line script. Students should be encouraged to be creative and not limit themselves to the actual facts in the Bible. For example, a student might like to speculate on Cain's flight after killing Abel. Students should be reminded that they can speculate, but they cannot alter Biblical truths.

- Students will include line identification numbers, a cast list, stage directions, director's notes, and at least fifty lines of dialogue in their scripts. Scripts may be serious or humorous at the student's discretion, but the theme should be clearly evident and the conflict resolved.
- Students will engage in all steps of the writing process, including peer editing using the Writing Your Own Script Peer Editing Checklist (Appendix 6.7).
- Students will have the opportunity to share their scripts with the other students in the class.

## Assessment/Evaluation Techniques

### Formative Assessment

- Informal teacher observation during the creation of the script and the writing process
- Student/teacher conferences to ensure that all students are on task and understand the requirements of the assignment
- Completed peer/self-editing checklist (see Appendix 6.7)

### Summative Evaluation

- 50-line script assessed by a class constructed rubric

## Accommodations

- Assistance with organizational skills and time management techniques
- Peer tutor or Special Education assistance to help with completion of the activity
- Modified assignment length and flexible timeline
- Dual language dictionaries

## Resources

Word-processing software

*Holy Bible, New Revised Standard Version, Catholic Edition*. Tennessee: The Catholic Bible Press, a division of Thomas Nelson, Inc., 1993.

Bible Commentaries available from the Religious Education Department including:

*Gospel Parallels: A Comparison to the Synoptic Gospels*
*The Concise Concordance to the New Revised Standard Version*
*The New Jerome Biblical Commentary*

Texts on writing plays such as:

Downs, William M. *Playwriting: From Formula to Form*. Harcourt Brace Children's Books, 1997. ISBN 0-155038613

# Appendix 6.1

## Bible Stories

### Old Testament

| | |
|---|---|
| Cain and Abel | Genesis 4:1-26 |
| Noah's Arc | Genesis 7-10 |
| Tower of Babel | Genesis 11:1-9 |
| David and Goliath | 1 Samuel 17 |
| David and Jonathan | 1 Samuel 18-20 |
| Solomon's Wisdom | 1 Kings 3 |
| Esther Saves the Jews | Esther 8:3-12 |

### New Testament

| | |
|---|---|
| Jesus Heals a Paralytic | Matthew 9:2-8 |
| The Boy Jesus in the Temple | Luke 2:41-52 |
| The Wedding at Cana | John 2:1-12 |
| Jesus Cleanses the Temple | John 2:13-25 |
| Saul on the Road to Damascus | Acts 9:1-25 |

### Jesus' Parables

| | |
|---|---|
| The House Built on a Rock | Matthew 7:24-27 |
| The Sower | Matthew 13:1-23 |
| The Weeds Among the Wheat | Matthew 13:24-30 |
| The Mustard Seed | Matthew 13:31-32 |
| The Hidden Treasure and the Pearls | Matthew 13:44-46 |
| The Unforgiving Servant | Matthew 18:23-35 |
| The Good Samaritan | Luke 10:25-37 |
| The Rich Fool | Luke 12:16-21 |
| The Great Feast | Luke 14:15-24 |
| The Lost Sheep | Matthew 18:12-14 |
| The Lost Coin | Luke 15:8-10 |
| The Prodigal Son | Luke 15:11-32 |
| The Unjust Servant | Luke 16:1-13 |
| The Rich Man and Lazarus | Luke 16:19-31 |
| The Unjust Judge | Luke 18:1-8 |
| The Pharisee and the Tax Collector | Luke 18:9-14 |
| The Labourers in the Vineyard | Matthew 20:1-16 |
| The Wicked Tenants | Matthew 21:33-46 |
| The Wedding Banquet | Matthew 22:1-14 |
| The Faithful Servant | Matthew 24:45-51 |
| The Ten Bridesmaids | Matthew 25:1-13 |
| The Talents or Sums of Money | Matthew 25:14-30 |

## Appendix 6.2

### Guided Reading of a Short Play

1. Who is the intended audience for the play?
2. Where does the play take place?
3. When does the play take place?
4. What information is provided by the stage directions?
5. Who are the main characters in the play?
6. What is the main conflict of the play?
7. What is the climax or turning point in the play?
8. Is the conflict resolved? How is this done?
9. Do you agree with the actions of the main character? How would you respond if faced with a similar conflict?

## Appendix 6.3

### Research Assignment Peer/Self-Editing Checklist

| | Yes | No | Comments |
|---|---|---|---|
| A variety of resources have been used for this assignment | | | |
| Facts are evident in the final copy of the research assignment | | | |
| Information is arranged logically (order of importance, chronological, sequential, etc.) | | | |
| Facts are clearly distinguishable from one another | | | |
| Title and author of each resource are clearly identified. | | | |
| Selection of reporting style is consistent with the topic (descriptive, narrative, etc.) | | | |
| Report is clear and easy to understand. | | | |

Student's Name:

Peer Editor's Name:

## Appendix 6.4

### Research Report Rubric

Name:

| | Limited Level 1 | Some Level 2 | Considerable Level 3 | Thorough Level 4 |
|---|---|---|---|---|
| **Knowledge/Understanding**<br>Student's choice of topic is appropriate to the study of dramatic forms and production. | | | | |
| Student demonstrates the ability to locate information on the topic using a variety of sources. | | | | |
| Student uses appropriate resources in his/her research. (print, electronic, community) | | | | |
| Student demonstrates an understanding of the topic. | | | | |
| **Thinking/Inquiry**<br>Report style is creative and in keeping with the topic. | | | | |
| Facts are significant and demonstrate thought and reflection. | | | | |
| Facts are clearly distinguishable from one another | | | | |
| **Communication**<br>Information gathered is arranged logically (order of importance, chronological, sequential, etc.) | | | | |
| The level of language is appropriate to the intended audience. | | | | |
| Technical vocabulary is explained and used correctly. | | | | |
| **Application**<br>Bibliography is complete and the title and author of each resource are clearly identified. | | | | |
| Report shows evidence of peer and self-editing. | | | | |
| Report is free of mechanical errors. | | | | |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Comments:

## Appendix 6.5

### Stage Directions Peer Editing Checklist

Circle the appropriate answer

| | |
|---|---|
| Is there an entry for each of the blanks requiring stage directions? | **Yes – No** |
| Are the stage directions written clearly? | **Yes – No** |
| Do the stage directions give sufficient details? | **Yes – No** |
| Are the directions written easy to follow? | **Yes – No** |
| Are the directions appropriate to the dialogue and plot of the scene? | **Yes – No** |
| Has a consistent and appropriate verb tense been used? | **Yes – No** |
| Have all the directions been written using third person narration? | **Yes – No** |
| Are the stage directions free from mechanical errors? | **Yes – No** |
| Has the assignment been peer edited and corrections made? | **Yes – No** |

## Appendix 6.6

### Create Your Own Stage Directions Rubric

Name:

| | **Limited Level 1** | **Some Level 2** | **Considerable Level 3** | **Thorough Level 4** |
|---|---|---|---|---|
| **Knowledge/Skills**<br>Student demonstrates an understanding of the purpose and placement of stage directions in a script. | | | | |
| **Thinking/Inquiry**<br>Student makes inferences between the dialogue of a play and the actions on stage and draws conclusions as to effective sound effects, character movement, facial expressions, entrances and exits. | | | | |
| **Application**<br>Student demonstrates an understanding of the format needed in stage directions such as consistent verb tense, use of adverbs and adjectives to describe action, and third person narration | | | | |
| Work is free of mechanical errors and there is evidence that the writing process was used. | | | | |
| **Communication**<br>Stage directions are clearly written, logically organized and creative. | | | | |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Comments:

## Appendix 6.7

### Write Your Own Script Peer Editing Checklist

You have been asked to give a preliminary assessment of your peer's script based on the following criteria. Your peer will use the assessment and comments to polish the script.

| Criteria | Limited Level 1 | Some Level 2 | Considerable Level 3 | Thorough Level 4 |
|---|---|---|---|---|
| The script tells the story effectively. | | | | |
| There is enough information for the reader/audience to understand the story. | | | | |
| The cast list is complete and identifies the characters. | | | | |
| The setting, time, and place are easily established. | | | | |
| The director's notes, the cast list, dialogue, etc. appear in the proper order. | | | | |
| The stage directions are complete and effective. They are placed so as to coincide with the dialogue and the actions on stage. | | | | |
| The theme of the play is easily identified. | | | | |
| The events in the script occur in logical order. | | | | |
| The conflict is evident and easy to follow. | | | | |
| A suitable title has been given to the script. | | | | |
| Biblical truths have been maintained. | | | | |
| Characters have been effectively developed. | | | | |
| The dialogue is consistent with the character development and the setting of the play. | | | | |
| The climax is obvious; the conclusion is logical. | | | | |
| The different parts of the script, stage directions, dialogue, are written in the proper style and format. | | | | |
| The script is free of mechanical errors. | | | | |

## Appendix 6.8

### Course Evaluation: ELS 3O

Circle the correct identification.

**Student** **Teacher**

In order to improve the course, you are to rate the course by answering the following questions.

1. This course was /was not helpful. **Yes** **No**
   Comment:

2. The part of the course that I found most interesting was:

3. The part of the course I found most difficult was:

4. Something I feel could improve the course is:

5. Overall comment: